DOCUMENT RESUME

ED 263 333 CE 042 792

AUTHOR	Rusnell, Dale
TITLE	Continuing Education Evaluation Manual for School Districts of British Columbia.
SPONS AGENCY	British Columbia Dept. of Education, Victoria. Post-Secondary Dept.
REPORT NO	ISBN-0-7726-0311-1
PUB DATE	85
NOTE	229p.; Several sections are printed on colored paper.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Continuing Education; Educational Change; Educational Improvement; *Evaluation Methods; Foreign Countries; Guidelines; Planning; *Program Evaluation; *School Districts; *Self Evaluation (Groups)
IDENTIFIERS	*British Columbia

ABSTRACT

This manual outlines a process for evaluating continuing education divisions within the public school districts of British Columbia. Its purpose is to assist local personnel to plan and conduct evaluations within their own districts. Guidelines and suggestions are included for each group associated with the evaluation. In some cases, sample documents are included for direct use or as ideas for developing documents that may be more suitable for the local situation. Section I is an introduction. Section II outlines administrative issues and explains the roles and duties of various people connected with the project. Section III explains each step of the internal assessment, including planning, information collection, information analysis, and writing of the internal assessment report. Duties of the External Review Team are described in Section IV. Section V explains followup activities for implementing the recommendations. Section VI includes ample evaluation forms and project documents, including a sample community profile and sample survey forms. (YLB)

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CONTINUING EDUCATION EVALUATION MANUAL FOR SCHOOL DISTRICTS OF BRITISH COLUMBIA

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for the
Ministry of Education
Post-Secondary Department
Continuing Education Programs Branch
Victoria, B.C.
1985

CE 042 992

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Canadian Cataloguing in Publication Data

Rusnell, Dale, 1942-
Continuing education evaluation manual for school districts of British Columbia

ISBN 0-7726-0311-1

1. Continuing education - British Columbia - Evaluation - Handbooks, manuals, etc. I. British Columbia. Continuing Education Programs Branch. II. Title.

LC5254.2.B7R87 1985 374'.9711 C85-092142-2

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ACKNOWLEDGEMENTS

Advice and support from many people were an important part in the development of this manual. Thanks are extended to the following people who played significant roles during the process:

All those involved in the five pilot evaluation districts (Delta, Quesnel, Trail, Coquitlam, North Vancouver):

- Superintendents of Schools
- Directors of Continuing Education
- Evaluation Coordinators
- Internal Team Members
- External Team Members.

Bob Thorburn, who served as External Team Leader for each of the five pilot evaluations.

Frank Cassidy, Bob Chadwick, Ron Faris, and Peter Walsh, who provided advice and direction for the project.

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I. INTRODUCTION

This manual outlines a process for evaluating continuing education divisions within the public school districts of British Columbia. Its purpose is to assist local personnel to plan and conduct evaluations within their own districts.

A. PURPOSES OF THE EVALUATION

Periodic evaluation of any educational enterprise is necessary to ensure that services provided are appropriate and adequate. The Ministry of Education is encouraging the continuing education unit of each school district to engage in systematic self-assessment for the following reasons:

1. to determine the effectiveness, efficiency, and equity of the district's continuing education activities, and to make improvements where necessary
2. to improve the capability of the continuing education unit to assess and meet appropriate community needs
3. to provide data and information on the strengths, weaknesses, and general characteristics of the district's continuing education activities
4. to encourage the development and maintenance of effective operating procedures within the continuing education unit
5. to provide an increased opportunity for professional development of continuing education personnel through both internal and external participation in district evaluations
6. To encourage understanding and awareness of continuing education activities among school board members, school district employees, professional colleagues, and the community.

To achieve those purposes in a local district, a thorough examination of all aspects of the continuing education unit is necessary. The examination must be fair and unbiased. All concerned parties, including the School Board, Superintendent of Schools, Director of Continuing Education, school district employees, Ministry of Education, and the local community must be assured that the assessment procedure is equitable, impartial, and just.

This manual provides guidelines for an evaluation process to meet those purposes.

B. THE EVALUATION PROCESS

The general evaluation process described in this manual was developed by the Ministry Advisory Committee on Adult/Continuing Education: Sub-Committee on Evaluation of School Board Continuing Education Operations. Members of the sub-committee included representatives from the Ministry of Education, Superintendents of Schools, Continuing Education Directors, and University of British Columbia Adult Education Department. To help translate the general evaluation model into specific procedures for local use, an implementation committee was established by the Ministry of Education which included two school board continuing education directors, a Ministry of Education representative, and an evaluation consultant. Detailed evaluation procedures were developed by the implementation committee and five pilot evaluation projects were conducted from January, 1983 through June, 1985. This manual reflects the knowledge and experience gained in those projects.

The process described in this manual includes three sequential phases:

(1) a local, internal evaluation team plans and conducts a self-assessment of continuing education operations
(2) an external review team examines the internal team's work and conducts an on-site inspection of continuing education operations.
(3) the local continuing education unit plans and implements appropriate action in response to recommendations from the internal and external teams.

To complete the required tasks in all three components, active involvement is necessary from the local superintendent of schools, director of continuing education, internal evaluation team members, external review team members, and Ministry of Education. In addition, assistance may be required from continuing education staff, community agencies and groups, local citizens, course participants, evaluation consultants, or others who may be involved or have an interest in the project.

Within the general process of evaluation recommended, degrees of flexibility exist which allow each district to design and use procedures which meet local conditions. Nevertheless, basic requirements exist for all evaluation projects. The Ministry of Education has a responsibility for province-wide monitoring of continuing education, and there is an expectation that each district evaluation will meet basic guidelines related to the quality of work and design of the project. Those basic requirements will be described in the manual at appropriate points.

C. THE EVALUATION MANUAL

This manual will be used by people with various levels of training and experience in evaluation. Those with no training or previous experience in evaluation will have to rely on the manual more extensively, and those with greater knowledge will find the manual useful as a checklist and general guide for the process to be used.

The manual includes guidelines and suggestions for each group associated with the evaluation. In some cases, sample documents are included for direct use, or as ideas for developing documents which may be more suitable for the local situation.

There are six sections in the manual. This introduction is Section I. Section II outlines administrative issues, and explains the roles and duties of various people connected with the project. Section III explains each step of the internal assessment procedures. Duties of the External Review Team are described in Section IV, and follow-up activities are explained in Section V. Sample forms and project documents are included in Section VI.

1. USING THE MANUAL

It is not necessary for everyone to read all sections of this manual. Anyone who is responsible for the total evaluation process in a school district should know the contents of each section, but most people will need to read only those sections which relate to their own roles in the process. The following list suggests the most useful sections which should be read by those with different roles.

Each section is color-coded for easy reference.

SECTIONS:	I	II	III	IV	V	VI
	White	Blue	Yellow	Pink	Green	White
School Superintendent	X	X			X	
C.E. Director	X	X	X		X	X
Ministry Representative	X	X				
Evaluation Coordinator	X	X	X			X
External Team Leader	X	X	X	X		
Internal Team Member	X		X			X
External Team Member	X			X		
Implementation Team Member	X				X	

II. MANAGEMENT AND ADMINISTRATION OF THE EVALUATION

The purpose of these evaluations is to encourage improvement in continuing education programs and operations. Any continuing education unit, regardless of size or location, is capable of improvement through self-evaluation. While the process takes considerable time, thought, and energy, it affords benefits in improved operations, strengthened program and course offerings, and professional development for staff.

The evaluation process described in this manual is a tripartite undertaking. Each of the three principals - the Ministry of Education, the host school district, and the continuing education unit - have different but complementary responsibilities. Those duties, along with other administrative information, will be described in the following pages.

A. THE MINISTRY OF EDUCATION

The Ministry's role in this evaluation process relates primarily to encouragement, quality assurance, and funding. The Ministry is encouraging each local district to complete this evaluation process once every five years. Improvements which arise from these projects are of direct benefit to each district and to the provincial system as a whole. The Ministry's responsibility for monitoring the total system will be aided through this process, and required changes may be identified at the macro level. The Ministry encourages and supports the provision of quality programs, and support for this evaluation process is one means of accomplishing that objective.

1. COMMENCING THE PROCESS

To begin the process, an application for evaluation funding is made by letter from the school district superintendent to the Ministry of Education, Continuing Education Division. The impetus to conduct an evaluation may arise from the district itself, or from the Ministry inviting the district to make application. If a district has not conducted an evaluation within a reasonable period, the Ministry may request that one be completed, and the process may be initiated with the agreement of the district superintendent. Application for funding is normally made in March or April each year, for evaluations commencing with September programs.

The Ministry approves funding for the districts chosen, according to revenue available for that year, and other relevant factors. Each superintendent, after receiving approval for funding, notifies the district director of continuing education. Agreements between the district and the Ministry are then be developed through consultation among the superintendent, director of continuing education, and Ministry. All agreements are based on major policy guidelines which affect the evaluation process. After the agreements are reached, daily management of the evaluation project is the responsibility of the district's director of continuing education.

2. ANNUAL EVALUATION PLANNING MEETING

Each year, the Ministry organizes an Annual Evaluation Planning Meeting in June, for the following purposes:

1. to orient all participating directors of continuing education and their evaluation coordinators to the Ministry's evaluation process

2. to distribute sufficient evaluation manuals for each district's internal team members

3. to explain the manual's role and importance in the evaluation process

4. to discuss the specific tasks for directors and evaluation coordinators, as explained in the manual

5. to agree on a leader for the year's external teams.

The meeting should be attended by Ministry representatives, director of continuing education and evaluation coordinator for each district commencing an evaluation, and others invited to assist with agenda items.

For each district to be represented by an evaluation coordinator, that person must be appointed by the continuing education director immediately after approval is received for the evaluation.

3. MINISTRY RESPONSIBILITIES

Some specific tasks and responsibilities of the Ministry are as follows:

1. Fund each evaluation project to an agreed limit. Funding for each evaluation is provided as a special project account to the participating school district. Funds are intended to pay for required staff and resources, as well as expenses for the external team visit

2. Provide a copy of the evaluation manual in each school district, to facilitate the evaluation process. In turn, each district will need to provide copies for each internal team and administrative staff member involved in the project

3. Monitor progress of each district through phases of the evaluation process

4. Audit district budgets for the evaluation project funds granted

5. Invite and receive applications from districts wanting to conduct an evaluation

6. Select the districts to be supported for an evaluation project each year

7. Finalize agreements with each district with respect to the evaluation process and funding

8. Organize the Annual Evaluation Planning Meeting for all districts conducting an evaluation in the coming year

9. Make provision for consultation to facilitate the evaluation process in each district. At least one person thoroughly familiar with the evaluation process should be available to assist districts when advice is needed.

10. Participate in selection of external team composition for each district

11. Receive copies of internal and external team reports for each district

12. Receive copy of the implementation team plan

13. Monitor progress of the implementation plan in each district.

These responsibilities may be undertaken by the Ministry in one or more of the following ways:

1. Through the use of Ministry employees
2. Through the use of contract personnel
3. Through the use of qualified volunteers either within or outside of the provincial educational system.

The Ministry should inform each district about the person delegated for each of the tasks listed above, so that the district will know who to contact for various needs during the project.

4. MINISTRY EVALUATION POLICY

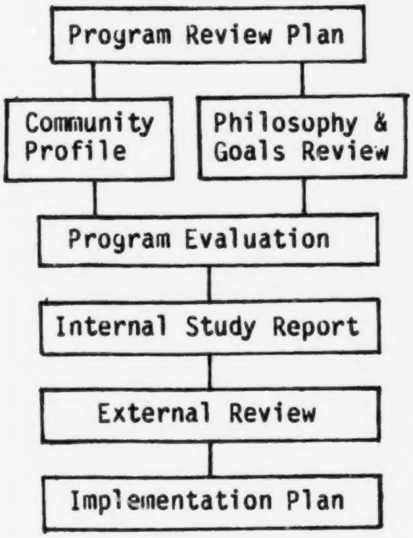
Ministry policy relating to these evaluation projects is described on the following pages.

1. Nature of the Process:

Program review is not to be confused with personnel or budgetary assessment. As such, it involves three phases: an internal study, an external team visit, and an implementation plan. Each board will complete a program review once every five years.

2. Scope and Stages of the Process:

Each program review process will differ depending upon the time, funds and expertise available. In general, however, a district C.E. evaluation will be taken to be a serious project of a duration of three to six months, involving the school district administration, board, students, instructors, volunteers and the community to an extent to be determined in each case. C.E. peers will also be involved at several stages. Each program review process will contain several phases. The sequencing and extent of each one of these phases will be individually determined in each case. For the purposes of explication, the phases are pictured below.



3. Audience:

The district board and administration are the primary audience. The Ministry of Education and the program under review are other audiences.

4. Role of the Continuing Education Director:

The director will be responsible for the coordination of the program review. In consultation with the Ministry the director will formulate the review plan. The director will coordinate all other phases of the review although the selection of the external team will be done jointly with the Ministry.

5. Role of the Ministry of Education:

The Ministry will provide funding in the form of a District Continuing Education Program Review grant. It will negotiate the review plan and jointly choose the external team with the district. It will receive a copy of the internal study report, the external team report and the implementation plan. It may, as a result of its response to the implementation plan and upon application, allocate special program development funds to districts seeking to follow their implementation plans. Since base budget allocations to boards are determined by formula, such allocations will not be altered as a result of the evaluation unless an extremely irregular practice is identified.

B. THE SUPERINTENDENT OF SCHOOLS

Each continuing education unit operates within the local school system, and as such, is directly accountable to the district superintendent. The evaluation is a means of informing the superintendent about operations of the continuing education unit. Final reports are submitted to the superintendent for the district's consideration.

The superintendent should be consulted with respect to major decisions, including the original decision to conduct the evaluation, development of project guidelines, selection of internal and external team members, and plans for implementing changes recommended by the reports.

During the external team visit, the superintendent is normally the first person interviewed. In addition, the oral report given at the conclusion of the visit, and the written report which follows within a few weeks, is presented to the superintendent by the external team.

When agreement between the Ministry of Education and director of continuing education cannot be reached on matters of importance to the project, the superintendent's decision should be sought, and considered binding.

A checklist of duties for the superintendent of schools is included on the following pages.

CHECKLIST OF DUTIES FOR SUPERINTENDENT OF SCHOOLS

1. Request the district continuing education unit to conduct a self-assessment, if one has not been completed within a reasonable period of time

2. Discuss with the Ministry of Education, the need for a continuing education unit self-assessment if one has been requested by the Ministry

3. Discuss with the director of continuing education, the need for a continuing education unit self-assessment if one is requested by the director

4. Consult with director of continuing education and Ministry of Education to develop institutional agreements for a district evaluation project

5. Consult with director of continuing education and Ministry of Education to select members of the external review team

6. Make decisions for the project when director of continuing education and Ministry of Education cannot agree on major decisions concerning the project

7. Consult with the director of continuing education regarding selection of internal assessment team members, if requested by the director

8. Provide relevant information to internal team if requested

9. Receive internal assessment team report from director of continuing education, forward copies to the leader of the external review team and distribute copies to appropriate personnel in the district

10. Attend Orientation Meeting for external review team if requested by director of continuing education

11. Meet with external review team to provide relevant information during the on-site visit

12. Attend the final on-site meeting of the external review team to receive the oral report

13. Receive the external review team written report and decide on its local distribution

14. Discuss external review team report with director of continuing education and internal assessment team. Collect any questions or concerns which need to be discussed with the leader of the external review team

15. Correspond with external review team leader by phone, letter, or in person to clarify any points in the report

16. Consult with director of continuing education concerning selection of members for the Implementation Committee

17. Receive action plan and implementation progress reports from the director of continuing education, and submit them to Ministry of Education, Continuing Education division.

C. THE DIRECTOR OF CONTINUING EDUCATION

The local director of continuing education is responsible for overall management of the evaluation project. The director must be involved in all major decisions at the beginning of the event and must develop the staff, resources, and system to complete the work. Early decisions will require agreement among the director, superintendent, and Ministry of Education. The director's decisions will be critical in establishing the local system for evaluation. General terms concerning the timing, resources, staffing, and conditions for the project will be set by the director.

One of the director's most important tasks is selecting the evaluation coordinator. Finding the right coordinator, and then giving freedom to do the job is recommended by experienced directors. Hiring a coordinator who knows the district system will save large amounts time which might be spent explaining details to an out-of-district coordinator. The coordinator should be selected as early as possible to allow for ample planning time. Once selected, the coordinator should begin by attending a series of meetings with the superintendent, director of continuing education, consultants to the evaluation process, or others who can give required guidance and advice. The coordinator is expected to attend the Annual Evaluation Planning Meeting in June. This meeting will provide key information needed to begin the district's project.

An effective coordinator can free a director from many details of this process, but the director's involvement is essential. Time will be needed to provide information for the internal team, since the director is often the only person who has relevant information on given topics. In some districts the director may require time to assemble various documents and statistics. Several interviews with different internal team members may also be part of the process.

The director should expect to do most of the district's administrative work for the project. In most cases, the superintendent will not attend to details of the process, and the director should expect to complete background details for the superintendent's duties. Often, the superintendent's approval or signature is required, but the director will have to complete the supporting work, such as making detailed arrangements for meetings or writing required letters.

Arranging interviews for the external team visit is another important task. The following suggestions are derived from experience:

1. Try to locate people with the most relevant information; organizational titles of potential interviewees are sometimes misleading.

2. When asking people to be interviewed, give them sufficient information about the process to encourage their cooperation. Assure them that the process is meant to be helpful and constructive.

Many of the evaluation findings will be a direct reflection on the director's work. In most cases there will be strengths as well as weaknesses to describe. To make maximum use of the assessment, the director needs assurance that outcomes will be used in helpful and constructive ways.

Each project should emphasize constructive changes for the continuing education unit. This evaluation process encourages discussion and common agreement as a basis for major decisions. The director must be included in selection of the evaluation coordinator, internal team members, and external team members. The assessment procedure must treat the director fairly, both personally and professionally. The internal report must be discussed with the director before its release to other parties, and the internal team must be prepared to document and justify any information or findings questioned by the director. In the unlikely event that agreement cannot be reached between the internal team and the director concerning important issues in the report, or where the director wants to respond in writing to the internal report, the director should submit a Director's Response as an Internal Report Appendix.

Before the external team reports to the superintendent, a confidential meeting is held with the director to review issues arising from the visit. This allows the director to discuss any misconceptions the external team may have, and permits potentially sensitive issues to be discussed in private among colleagues. The external team may decide not to include some items of advice in the formal report if they have been discussed with the director in that meeting. When the external written report is submitted to the superintendent, and the director feels that further comments should be noted, it is appropriate for the director to write a response with copies to the superintendent and external team leader.

A checklist of duties for the director of continuing education is included on the following pages.

CHECKLIST OF DUTIES FOR DIRECTOR OF CONTINUING EDUCATION

1. Request a continuing education unit evaluation once every five years

2. Consult with superintendent of schools or Ministry of Education if an evaluation is requested by either one

3. Consult with superintendent of schools and Ministry of Education to develop institutional agreements concerning the evaluation project

4. Make arrangements for an evaluation coordinator to be selected

5. Attend Annual Evaluation Planning Meeting with Ministry and other districts commencing evaluations

6. Make arrangements for an internal review team to be established

7. Provide staff, material, and equipment resources for the project

8. Supervise direction of the project through the evaluation coordinator

9. Facilitate access to information for the project and provide relevant information to internal team when requested

10. Assist evaluation coordinator to complete tasks where necessary

11. Discuss the internal team's first draft and assist with necessary revisions

12. Receive internal team report and write Director's Response to the report, if desired

13. Submit internal report to superintendent of schools

14. Identify possible members of the external team and discuss composition of the team with the Ministry of Education representative and superintendent of schools

15. Make formal invitations for members of the external review team to participate in the project

16. Organize Orientation Meeting for external review team and act as chairperson for the meeting

17. Make necessary arrangements for the external team's on-site visit

18. Provide relevant information to external review team by being interviewed during the on-site visit

19. Discuss key issues with external team by attending a director's confidential meeting with the team

20. Attend the final on-site meeting of the external team to receive the oral report

21. Receive a copy of the written report and discuss it with superintedent of schools and internal assessment team

22. Provide superintendent of schools with any items of report clarification required from the external team leader

23. Write a letter of response to the external team report for the superintendent and external team leader, if there is a disagreement concerning the external findings

24. Discuss with superintendent of schools, procedures to be followed in developing an action plan response to the report

25. Make arrangements for an Implementation Committee to be established

26. Direct the work of the Implementation Committee

27. Submit the action plan to the superintendent of schools within two months of receiving the external report

28. Submit a formal report to the superintendent within six months of the external report, explaining progress arising from the action plan

29. Manage evaluation project budget and financial affairs.

D. THE COORDINATOR OF EVALUATION

To give the project focused attention, a project coordinator should be employed and given responsibility for ensuring that the project is completed. A separate project coordinator is more able to give the evaluation intensive thought and attention, and may also reduce any concerns about lack of objective judgements which observers might have if the evaluation were personally managed by the director. Specific duties for the coordinator should be assigned by the director following consultation between them.

In general, the coordinator should:

(1) provide leadership in maintaining project relationships with all agencies outside of, and many elements within the local school system

(2) direct the work of the internal review team, and closely supervise the district's self-assessment

(3) report directly to the director of continuing education, and keep the director informed regarding progress of the project.

Some specific items related to the coordinator's role are explained in the next few pages, followed by a checklist of duties.

1. EXTERNAL RELATIONS

The coordinator should be responsible for maintaining appropriate contacts with various groups and individuals throughout the local community and the province who are involved with the evaluation. These groups would include the Ministry of Education, community agencies, external consultants, or other educational agencies. The coordinator should not be expected to maintain contacts with the external review team. That group should be treated as a separate entity, and dealt with primarily by the superintendent of schools, director of continuing education, and Ministry of Education.

2. SCHOOL SYSTEM RELATIONS

As part of the evaluation, many elements of the school system may have to be contacted: night school principals, continuing education instructors, school board members, school system administrators, or school support personnel. The evaluation coordinator should be responsible for developing and maintaining those contacts for the project.

3. PROJECT COORDINATION

To complete the project, information may be required from various sources. To facilitate the identification, gathering, analysis and subsequent use of information, various committees and individuals may become part of the evaluation project. The coordinator should be responsible for organizing and supervising the tasks of these groups. The coordinator should ensure that appropriate committees are appointed, terms of reference are established, deadlines are set, and committee work is completed on time. Normally, the coordinator will not have sufficient authority to personally appoint committees, and the director of continuing education should be consulted regarding the selection and appointment of individuals and groups as necessary.

While the director of continuing education is responsible for ensuring that the assessment is completed, the coordinator is the first-line manager of the process. The coordinator must be able to direct and control the tasks of all internal team members, and each internal team member should report to the coordinator concerning team responsibilities. The director should provide the coordinator with sufficient authority to manage the task in a satisfactory way.

4. QUALITIES OF THE EVALUATION COORDINATOR

The Evaluation Coordinator is responsible for the planning and daily operations of the project. To accomplish the task, the coordinator should be able to communicate effectively with a broad range of individuals within the local continuing education division, school system, community agencies, and provincial government. The coordinator should be skilled at project supervision as well as development and implementation of action plans within accepted procedures for public sector agencies. In addition to the interpersonal and organizational skills which are important, the coordinator should be familiar with the continuing education operations within the school board as well as the structure and character of local communities served by continuing education.

With respect to knowledge, the coordinator should be familiar with principles and practices of both continuing education and program evaluation in educational settings. The coordinator need not be an expert or specialist in these areas, but should be sufficiently familiar with each to recognize their adequacies as conducted within the project. The coordinator needs to know what actions need to be taken, who is best able to perform the work, and whether the work is being performed competently. Ultimately, the coordinator will have to rely on many others for various aspects of the project, but will be accountable for the quality of their work. Skills in verbal and written communications are desirable so that reports can be prepared and presented by the coordinator.

5. SELECTION OF THE COORDINATOR

To maintain an appropriate image for the project, the coordinator must have credibility with continuing education staff and instructors, as well as school administrators and Ministry of Education officials. A coordinator should be selected whose job competence and impartiality can be recognized by relevant individuals and groups.

The director of continuing education should be responsible for appointing the coordinator. To avoid any possible perception that the coordinator has not been selected in a fair manner, an appropriate process including job posting and interviews should be used. Ideally, a selection committee will be formed to advise the director in this matter.

The coordinator's job will typically require between 300 and 400 hours to complete. Finding a suitable coordinator with the required skills may be difficult within the available budget. Some of the potential applicants might include retired school administrators, school district professional staff on temporary leave, former educators living in the community, continuing education staff members without current appointments, continuing education staff members with existing part-time appointments, or recently retired directors of continuing education units from neighbouring school districts.

Ideally, the coordinator will be relatively independent from the continuing education unit. Where the coordinator is an employee of the unit, conflicts of interest may arise if the coordinator is concerned about future employment conditions when disclosure of deficiencies in the unit may displease the director of continuing education or other school board administrators.

It is difficult to avoid conflict of interest situations when internal assessment teams are used, since many of the team members are employees of the unit. Whenever employment prospects are questioned, team members may prefer to avoid actions which may be unpopular with relevant administrators.

To ensure that the coordinator's duties are completed with a minimum of those problems, a coordinator should be selected whose personal, professional, and occupational qualities are sufficiently strong.

CHECKLIST OF DUTIES FOR EVALUATION COORDINATOR

1. Report directly to the director of continuing education

2. Attend Annual Evaluation Planning Meeting with Ministry and other district evaluation coordinators

3. Supervise work of the internal assessment team and motivate motivate team members

4. Maintain contacts with appropriate people in community agencies and school district offices

5. Develop an evaluation plan in consultation with the director of continuing education and internal assessment team

6. Consult with director of continuing education to identify duties and levels of authority for the project

7. Ensure that a community profile is written

8. Ensure that a continuing education statement of philosophy and goals is written, if it does not exist, in consultation with the director of continuing education

9. Identify relevant school district policy statements which relate to continue education activities

10. Identify relevant community groups and agencies which should be contacted for the evaluation

11. Act as chairperson for meetings of the internal assessment team

12. Develop appropriate evaluation instruments and organize a system for their distribution, collection, and analysis

13. Meet with continuing education instructors, students, or community groups to gather information

14. Interview school district administrators and community leaders to gather information

15. Direct internal team discussions to formulate recommendations for internal report

16. Write the final report for the internal assessment team

17. Discuss internal team report with director of continuing education

18. Present an oral summary of the internal report at the Orientation Meeting for the external team

19. Attend meeting of external and internal teams during external team visit to district

20. Attend final on-site meeting of the external review team to hear the oral report

21. Read external written report and make appropriate comments to the director of continuing education

E. THE INTERNAL ASSESSMENT TEAM

In addition to finding an evaluation coordinator, each district should organize a group of people to assist with the evaluation. This group may consist of continuing education instructors, course participants, administrators, or office staff members; school board officials, staff, or administrators; community group representatives; or other individuals who may be willing and able to provide useful information or services for the project. As a general rule, the more that people are informed about, and involved with, an evaluation project, the more they are willing to support it. When staff members are not informed or involved, they are more likely to react negatively and to be distrustful about the process. Through the internal evaluation team, the opportunity exists to make the evaluation more effective. When staff members are involved they are more likely to help plan a project which will address key issues, to cooperate in providing more accurate information, and to be more concerned that any recommendations are implemented.

The size and constitution of the internal assessment team may vary with each district's needs and structure. However, the district should be able to demonstrate that the team fairly represents all major components of continuing education operations. Ideally, all continuing education staff members will have an opportunity to help select their representatives.

The group should be large enough to provide a suitably broad range of opinions, information, and services, but not so large as to be unwieldy. Ideally, it will include representatives from all major sectors of the school board's continuing education operations.

Informal group leaders and opinion leaders within the continuing education staff and the community should be considered as potential members, as should other people with specialized skills such as research design, data analysis, problem solving, evaluation methodology, or other skills which are important for the project. The ability to work with information is an important skill for all group members.

In some districts, inclusion of Community College or Recreation Commission staff members may be helpful, but in others, feelings of competition may make that idea inappropriate. Wherever possible, community members from outside the continuing education field should be included.

The internal team is responsible for completing the assessment as a group. Potential members' abilities to contribute time and effort to the task should be considered in the selection process. In some districts a small honorarium may be paid to members, but many hours of work are required to complete the assigned jobs. The internal team is a working group, and not an advisory committee. Members should be informed about the scope of commitment needed before they are asked to join the group, to avoid surprises after the process is underway.

CHECKLIST OF TASKS FOR INTERNAL TEAM

1. Prepare a general evaluation plan, indicating what is to be done and who is to do it

2. Contact public education and community groups to identify potential issues which should be included in the evaluation

3. Make a list of items to be examined and questions to be answered, including the required items listed in the manual, and any optional items

4. Prepare a detailed plan for collecting evidence, listing the desired evidence, where it can be found, how it will be collected, and who will collect it

5. Design survey questionnaires, interview questions, or other instruments for collecting information

6. Write a community profile

7. Locate or ensure that a statement of philosophy and goals is written for the district continuing education unit

8. Locate all existing statements of school board policy which relate to continuing education activities

9. Gather information about all required and optional items, using interviews, surveys, observations, or other procedures

10. Summarize the information gathered for each item, to describe the current condition, make judgements about its quality, and suggest any changes which may be needed

11. Write the internal report, emphasizing internal team recommendations

12. Discuss internal report with Director of Continuing Education

13. Submit internal report to Director of Continuing Education

14. Attend meeting with external review team during the on-site visit

15. Attend oral report given by external team at the conclusion of the on-site visit.

F. THE EXTERNAL REVIEW TEAM

The external review team has two main roles:

(1) to provide an impartial, professionally competent opinion about the local continuing education unit

(2) to assure that the internal assessment has been conducted according to acceptable standards.

To perform its duties the team requires specific areas of knowledge. Every member does not need to know all areas, but each area must be known by at least one member. Ideally, some team members will be familiar with more than one of the suggested topics. The desirable knowledge is listed below.

1. Community Knowledge

The team should include knowledge about the local communities served by continuing education. At least two types of information are essential:

(1) knowledge about current life and resources in the community

(2) analytical knowledge about how communities function

2. Continuing Education Knowledge

The team should include extensive knowledge about operations of school board continuing education units within the provincial context. Information concerning day-to-day operations of similar units in other districts is important. In addition, knowledge about the professional literature of continuing education is desirable.

3. Components of Continuing Education Work

The external team should also include knowledge about specific topics which are of particular concern in any individual district. For example, if the district is especially concerned about instructional effectiveness, program advertising, financial procedures, participant dropout rates, organizational leadership, school board relations, or other such topics, then the external team should be formed to include the appropriate knowledge which will be most helpful. These special topics of concern will be identified in the first phase of the internal assessment.

4. Program Evaluation Methodology

One of the external team's main tasks is to assess the internal team's work. Knowledge about program evaluation methodology is required to perform that task adequately.

A balance among those areas of knowledge should be present within the external team. Each person should contribute at least one area of expertise, but a variety of backgrounds and knowledge should be present within the team.

This team should consist of from three to five members. Its size and composition should be decided through consultation among the continuing education director, the school superintendent, and the Ministry of Education. Preliminary discussions between the director of continuing education and the Ministry of Education should be used to develop a list of possible team members. When agreement has been reached the director of continuing education should determine whether each of the possible members is willing to participate. After the availability of possible members is known the list and necessary information about the people should be sent to the superintendent of schools for final approval of team members. Invitations to participate in the external team should be made by the district continuing education director.

Where the Ministry and the director of continuing education cannot agree on a list, the list of potential members should be prepared in a meeting which also includes the superintendent of schools. The superintendent should have final authority concerning the list.

Normally, the Ministry of Education will not have sufficient staff time available for members of the Continuing Education Division to participate as external team members.

Members of an external team should not accept invitations to participate in more than one team at any time. Time demands for the external team make it difficult for any team member to work on more than one project at once.

CHECKLIST OF DUTIES FOR EXTERNAL TEAM MEMBERS

1. Examine the Evaluation Manual and bring it to the Orientation Meeting

2. Examine the internal team report

3. Attend Orientation Meeting with district

4. Prepare plans for external team visit

5. Participate in three day visit to host school district

6. Participate in a series of group interviews during the on-site visit

7. Observe continuing education activities within the district, where observation is necessary

8. Discuss with other team members, information gathered from interviews and internal report

9. Judge the accuracy and merit of internal team recommendations

10. Judge the quality of the evaluation process used by the internal team

11. Formulate constructive comments and recommendations for the district continuing education unit

12. Meet with continuing education director and discuss important issues arising from the external team findings

13. Prepare an oral report, describing the external team's findings during the visit

14. Present an oral report to the district superintendent, director of continuing education, internal team members, and implementation team members

15. Prepare a written report, to be submitted to the district within three weeks of the visit

G. THE EXTERNAL TEAM LEADER

When the external team is selected, one member should be specifically appointed as the team leader. The superintendent of schools, director of continuing education, and Ministry of Education should all agree on the person to be appointed. Normally, the leader will be an experienced director of a continuing education unit within the province. The team leader will have specific duties to perform at several stages in the process, and they will be described at appropriate points in this manual. In general terms, the leader's role is to plan and direct the work of team members, maintain contacts with other groups and individuals on behalf of the team, make necessary arrangements for the team's work to proceed, and prepare the team's written report.

1. QUALITIES OF THE TEAM LEADER

Some of the desirable qualities of the team leader include the following:

(1) thorough knowledge concerning school district continuing education within British Columbia
(2) ability to plan and organize projects efficiently
(3) ability to communicate well both verbally and in writing
(4) ability to deal with different viewpoints fairly
(5) ability to formulate helpful, constructive advice
(6) ability to interact effectively with all organizations and individuals associated with the project

(7) sensitivity to political issues and ability to work effectively in a political environment
(8) ability to formulate insightful judgements
(9) ability to recognize suitable standards for continuing education work
(10) ability to identify where local practices require improvement
(11) ability to formulate a position in a dispute and to maintain and support that position skillfully
(12) sufficient length of service as a director of continuing education to have gained the respect of other directors in the province.

The team leader must act equitably throughout the process. All organizations and individuals must be treated fairly. The leader's behaviour must be beyond question with respect to bias or to promoting the position of any of the parties. Decisions made must be capable of support and justification with appropriate information if necessary. Any suggestion that the team leader has acted unfairly or without cause may destroy the integrity of the external report.

A checklist of duties for the external team leader is included on the following pages.

CHECKLIST OF DUTIES FOR EXTERNAL TEAM LEADER

1. Participate in selection of external team members

2. Receive internal team report from superintendent of schools and examine it

2. Attend Orientation Meeting

3. Develop plan for external team on-site visit

4. Consult with superintendent of schools and director of continuing education concerning details of the on-site visit

5. Directly supervise work of external team

6. Represent external team in public relations occasions

7. Maintain liaison with director of continuing education during the on-site visit

8. Arrange for and supervise secretarial help assigned to external team

9. Ensure that superintendent of schools can attend final on-site meeting to receive oral report of external team

10. Plan and supervise writing of the oral and written reports by external team members

11. Act as chairperson for the final on-site meeting to present the oral report to the superintendent of schools

12. Collect written sections from team members and write final external team report

13. Submit written report to superintendent of schools, Ministry of Education, and external team members

14. Clarify external team report for superintendent of schools by phone, letter, or personal visit if questions arise after the written report has been received by the district

15. Should the request arise, attend a meeting of the district's implementation team.

H. THE IMPLEMENTATION TEAM

The Implementation Team is responsible for planning district activities which respond to the internal and external team recommendations. Members of this team should understand the decision-making processes used in the district, and be prepared to manage the process of making constructive changes. Success will depend on the power and influence members can command within the district's administrative structure.

Normally, the director of continuing education will be the team leader. Size and composition will vary among districts, depending on administrative practices and issues to be dealt with. Team members should be selected before the external team visit begins.

At its first meeting, the director of continuing education should give an orientation to the evaluation process which has been underway, and explain the functions to be completed by the team. Some of the duties are as follows:

(1) examine the internal report

(2) attend the oral report at the conclusion of the external team visit

(3) examine the external team written report

(4) decide on the priority of recommendations to be implemented in the district

(5) develop a strategy and a plan for making the recommended changes

(6) manage the process of making changes

(7) assist in preparing reports of the changes, to be submitted to the Ministry through the local superintendent.

H. EVALUATION PROJECT TIMELINE

The time required to complete this evaluation process is approximately seven months. Five months are needed to conduct the assessment and two months are suggested for preparing follow-up plans. The work need not be done continuously, and can be spread over a longer period, but seven months would be required if the project were undertaken in one block of continuous time. Figure 1 illustrates a set of suggested times for completing various tasks.

Each district must establish its own time frames, considering the normal flow of continuing education activities within the district, and estimating dates when any recommended changes should be made within the system. Some parts of the programming term are not suitable for project work, especially by internal committees. Those times include registration periods, advertising deadlines, major holiday periods, and times when continuing education staff is not under contract. For many districts, January, September, early October, and late December are not suitable times for project work. In addition, some directors are not available in July or August. On the other hand, some tasks can only be done at certain times. Student questionnaires can be used only when classes are in session, and the most valid and useful information is gathered near the end of courses. For most districts, the questionnaires should be used in late November or late March. General time frames can be designed by working around dates for key activities such as the external team visit, distribution of student surveys, or school board meetings to approve recommendations.

Some project activities may be completed well in advance. The first task is for the school district to request approval for the project and to negotiate terms with the Ministry of Education. After the district has received approval to conduct the project, a coordinator and an internal evaluation team can be appointed. Those tasks can be completed well in advance of other project work.

All project times can be described with respect to the submission of the external team report to the superintendent of schools. Using that date as 0, every other project date occurs in the weeks before and after. For example, an event occurring six weeks before the submission date can be described as occurring in week -6. An event occurring two weeks after the reporting date can be described as occurring in week +2. A schedule of events can be calculated by each district using this system, so that specific deadlines can be established for the project.

The following description of a typical timeline assumes that the work will proceed continuously. Most districts will need longer time periods, to accommodate work routines.

Approximately five months before the final report submission date, the coordinator and internal team begin to plan the project, and within two weeks a plan has been developed. During weeks -18 to -14 a community profile is written and the continuing education unit goals and objectives are identified. During weeks -15 to -6 information is gathered, summarized, interpreted, and the internal report is written. The report is examined by the Superintendent and Director of Continuing Education for a few days and is sent to the external team during week -5.

The external team is selected during weeks -14 to -9 and an orientation meeting is held in week -4. The external visit occurs two weeks before the final reports are submitted.

An Implementation Committee is established before week -3. After examining the internal and external reports, the committee reviews the recommendations and prepares a plan for district follow-up. Some recommendations are implemented immediately while plans for others are forwarded for School Board approval or additional funding. Two months after the external reporting date, the Implementation Committee reports its plan to the Ministry of Education, and six months after the external report, progress of the district's action plan is reported to the Ministry. The Ministry monitors progress of the district's action plan and facilitates changes where possible.

Different timelines should be explored during the planning phases to identify the most appropriate schedule of events for the district. In nearly all five pilot evaluations, districts underestimated time required to complete the following tasks:

1. Developing survey questionnaires
2. Interviewing community agencies
3. Discussing findings to formulate recommendations
4. Writing the internal report
5. Typing, proof reading, and distributing the report
6. Any task which involves the mail system.

Wherever possible, tasks should be completed ahead of schedule, rather than completing work in a hurried fashion at the last moment. Specific schedules should be organized among districts at the Annual Evaluation Planning Meeting, to accommodate an external team leader who may be working on the different projects.

To date, the most effective timelines have been started in June, with selection of a coordinator. Following the Annual Evaluation Planning Meeting, summer months are then used for planning. The internal team is organized by late September, to begin operations after Fall registration. Information is collected in late October and November, with questionnaires reaching course participants near the end of Fall classes. The data are analyzed in December and January. The internal team discusses findings in late January and early February. Recommendations are developed by late February and the internal report is written by mid-March. The report is received by the external team in late March. An Orientation Meeting is held in mid-April, with the external visit scheduled for late April. Some Spring classes will be in session during the external visit. The external written report will be received by the district in mid-May. At this time, plans can be prepared for implementing recommended changes.

FIGURE 1

TIMELINE FOR CONTINUING EDUCATION UNIT EVALUATION PROJECT

```
    ACTIVITIES                                               WEEKS BEFORE AND AFTER FINAL REPORT
                                                     22 20 18 16 14 12 10  8  6  4  2  0  2  4  6  8

I. PRELIMINARY ACTIVITIES
 A. Negotiating Terms with Ministry         ------*
 B. Appointing Evaluation Coordinator       ------*
 C. Annual Evaluation Planning Meeting            *...
 D. Establish Internal Evaluation Team                ...--*

II. PLANNING THE EVALUATION
 A. Identifying Relevant Groups                            *--*
 B. Clarifying Concerns and Issues                         *--*
 C. Identifying Items for Assessment                       *-----*
 D. Developing a Plan to Collect Evidence                  *-----*

III. INTERNAL TEAM EVALUATION PROCEDURES
 A. Develop Community Profile                               *----*
 B. Identify or Develop C.E. Goal Statements                *----*
 C. Develop Evaluation Instruments                            *-------*
 D. Collect Information                                       *-----------*
 E. Summarize Data                                                 *------*
 F. Interpret Information                                           *------*
 G. Prepare Evaluation Report                                          *------*
 H. Review Internal Report with District Administrators                       *-*
 I. Present Internal Report to External Team                                   *

IV. EXTERNAL REVIEW TEAM
 A. Select External Team                                          *-------*
 B. Organize External Team Operations                                    *----------*
 C. Orientation Meeting                                                          *
 D. External Team Visit                                                             *
 E. External Team Final Report Submitted                                               *

V. ACTION PLAN
 A. Establish Implementation Committee                                         *---*
 B. Designing the Plan for Action                                                  *---------*
 C. Implementing the Action Plan                                                        *----------
 D. Assessing the Progress of Actions                                                    *---------
```

J. EVALUATION BUDGET

An evaluation grant is provided by the Ministry of Education for each approved district evaluation. The amount is intended to cover expenses for both the internal and external teams. All expenses which exceed the evaluation grant must be paid with district funds. Allocation of the grant for various types of expenses is a responsibility of the district. The following information is provided to help each district estimate potential costs.

Amount of the grants for the first pilot projects were $4500 and $5500. The difference was intended to account for additional expenses for external team travel to the more distant district.

Some of the expenses reported in the pilot projects are outlined on the following page for the convenience of districts trying to estimate costs for the process. Two main factors which contributed to differences in costs were:

(1) Salary paid to evaluation coordinator

(2) Travel and accommodation required for external team members

Salary for the evaluation coordinator is negotiated by the director for continuing education, and travel and hotel expenses are largely a function of the district's distance from the homes of external team members.

Two points were evident from the pilot evaluations:

(1) Each district should expect to use some of its own money to complete the evaluation, beyond the Ministry evaluation grant. The evaluation process provides many values for the district, and funding some portion of costs is a justifiable expectation. For most districts the additional costs ranged between $1,000 and $2,000, although some districts were able to manage within the Ministry grant through tight fiscal controls.

(2) Some districts have special circumstances which will require additional costs. Examples of more costly situations include very large urban districts (greater data collection costs), remote rural districts (greater external team travel costs), or decentralized districts (greater evaluation coordinator travel costs). When making financial agreements with the Ministry, each district should consider any special circumstances which should be accounted for within the evaluation grant.

SAMPLE EVALUATION PROJECT EXPENSES FOR PILOT EVALUATIONS

		DISTRICTS	
	A	B	C
Evaluation Coordinator's Expenses			
Salary	2,500	4,000	2,000
Travel	370	410	____
Supplies	____	110	100
Internal Team Expenses			
Honorarium	250	450	____
Meeting Expenses (Dinners, etc.)	186	82	200
Data Collection Expenses (Postage, Advertisements, Computer, Duplicating etc.)	382	____	780
Internal Report Expenses			
Typing and Duplicating	553	300	400
C.E. Director's Expenses			
Orientation Meeting Travel	____	436	____
Special Supplies Required	____	100	____
External Team Expenses			
Honoraria	____	640	____
Travel	987	1,033	200
Hotel and Meals		805	1,467
Orientation Travel and Meals	187	____	200
Miscellaneous	33	66	99
Total Expenses	5,448	8,432	5,466

* The Ministry evaluation grant of $4500-$5500 may not be sufficient to cover total costs of the district evaluation.

III. THE INTERNAL ASSESSMENT

The internal assessment team is responsible for planning and conducting a thorough examination of the local continuing education unit. The major phases of that work include planning the assessment, collecting the information, analyzing the information, and writing the internal report.

This manual provides a general guide to procedures, and suggests some specific details to help the internal team organize its activities. The internal team should view the manual as a guide, but not feel restricted to the precise questions or sample survey forms or letters which are included for illustration. Each internal team should develop a plan which is appropriate to its own district, and at the same time, should maintain the general principles outlined in this manual.

A. PLANNING THE SELF-ASSESSMENT

Preparing a plan for the evaluation project is an essential task. Without a plan, significant time and effort will be wasted by the internal team.

In this first phase, the general format for the evaluation must be decided. Objectives for the evaluation must be determined, and the procedures to be followed must be laid out.

Each of the following issues must be addressed in order to plan the assessment.

1. IDENTIFYING RELEVANT GROUPS AND THEIR CONCERNS

Each continuing education unit maintains relations with a variety of groups, and the first task for the internal team is to identify the important groups and their concerns or questions which relate to the local unit. Many of the groups are easily located: school board, school district administrators and staff, Ministry of Education, program instructors, and program participants. Others may also be important, but more difficult to identify. They might include local colleges and institutes, neighbouring continuing education units, community groups and associations, or government service agencies.

Relevant groups can be identified in two categories:

(1) Groups Within the Public Education System
    (a) Ministry of Education
    (b) Local School Board
    (c) Local School Administrators and Staff
    (d) Continuing Education Unit Staff and Instructors
    (e) Local Colleges and Institutes
    (f) Neighbouring School District C. E. Units
    (g) Local Program Participants

(2) Community Groups
    (a) Government Service Agencies
    (b) Community Service Agencies
    (c) Private Groups and Associations

It is more difficult to identify those groups in category two. In some districts the local unit may have well-developed working relations with various groups, but in others there may be little contact. The purpose of identifying these groups is to assess the unit's work with them and in some cases to identify gaps where the local unit has not developed relations with important groups or agencies. Some typical groups include Ministry of Human Resources, Manpower and Employment offices, Departments of Health, Recreation and Leisure Departments, Police Departments, Libraries, Women's Resource Centres, community arts councils, newspapers, major employers in the district, local unions, multicultural societies, or legal aid groups.

To begin the internal assessment, an announcement concerning the project should be sent to all interested groups, with a request for concerns or questions which each group believes should be addressed by the project. Sample forms for this task are provided in Section VI. The responses will help direct the assessment toward key topics.

It is important to note that this first contact with community groups is to identify potential questions to be addressed by the evaluation. The groups will be contacted a second time to provide more detailed information about the issues which are identified. A second sample form for this purpose is included in Section VI.

Contact with community groups is an important component of the evaluation process. Community work is at the core of continuing education activity, and the community should be involved in assessing the effectiveness of services it is receiving.

2. IDENTIFYING ITEMS FOR EXAMINATION

A required list of items must be examined by every internal team. That list is provided on the following page and further details concerning each item are described in later pages. In addition to the required list, each district may want to assess other items. The additional items may be chosen because of some specific concern within the continuing education unit, or because one of the groups identified above raised an important issue which was not covered in the required list of items. Some possible additions are suggested following the list of required items.

The list of items is based on the following assumptions:

1. Every program operates within an environment
2. Every program has a set of goals and objectives (written or unwritten) which guide its activities
3. Every program uses resources to achieve its goals
4. Every program organizes activities to create results or outcomes
5. The merit of a program can be assessed by examining the relationships between a program's environment, goals, resources, activities, and outcomes.

In some cases the internal team will not be able to complete a plan for collecting information without knowing further details about each item listed. That information is provided in the section "Collecting the Information", a few pages further on. Before continuing to develop a plan in the current section, team members may want to read through the detailed information in that section.

REQUIRED ITEMS TO BE EXAMINED

I. CONTEXT OF THE PROGRAMS
    A. LOCAL COMMUNITY PROFILE

II. PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES
    A. CONTINUING EDUCATION UNIT PHILOSOPHY
    B. SCHOOL BOARD POLICY
    C. CONTINUING EDUCATION GOALS AND OBJECTIVES
    C. GOALS AND PLANS FOR THE FUTURE

III. CONTINUING EDUCATION RESOURCES
    A. ADMINISTRATIVE STRUCTURE
    B. OFFICE STAFF
    C. INSTRUCTIONAL STAFF
    D. PROGRAM FACILITIES
    E. EQUIPMENT AND SUPPLIES
    F. BUDGET

IV. CONTINUING EDUCATION ACTIVITIES
    A. ADMINISTRATIVE PROCEDURES
        1. STAFF RECRUITMENT
        2. STAFF TRAINING
        3. PERSONNEL MANAGEMENT
        4. STAFF EVALUATION
        5. OFFICE PROCEDURES
    B. PROGRAMMING PROCEDURES
        1. ASSESSING COMMUNITY NEEDS
        2. COURSE PLANNING
        3. ADVERTISING
        4. COURSE MANAGEMENT
        5. COURSE EVALUATIONS
    C. INSTRUCTIONAL ACTIVITIES
    D. SPECIAL PROJECTS

V. PROGRAMMING RESULTS AND OUTCOMES
    A. PROFILE OF PROGRAMS OFFERED
    B. PARTICIPANT STATISTICS
        1. REGISTRATIONS
        2. CHARACTERISTICS OF PARTICIPANTS
        3. REFUNDS AND DROP OUTS
    C. PARTICIPANT SATISFACTION
    D. LEARNING ACHIEVEMENTS
        1. ABE, GED, ESL, ASE
        2. VOCATIONAL
        3. COMMUNITY EDUCATION

VI. RELATIONS WITH INTERNAL AND EXTERNAL GROUPS
    A. RELATIONS WITH LOCAL COMMUNITY
    B. RELATIONS WITH DISTRICT SCHOOL SYSTEM
    C. RELATIONS WITH MINISTRY OF EDUCATION
    D. RELATIONS WITH OTHER EDUCATIONAL AGENCIES
        1. LOCAL COLLEGES
        2. PROVINCIAL INSTITUTES (OLI, KNOW, BCIT, PVI)
        3. LOCAL RECREATION BOARD
        4. PRIVATE TRAINING

SOME OPTIONAL ITEMS FOR EXAMINATION

1. INSTRUCTIONAL EFFECTIVENESS
2. STAFF MORALE
3. ACHIEVEMENTS OF PROGRAM GRADUATES
4. COOPERATIVE PROJECTS WITH OTHER AGENCIES
5. RELATIONSHIPS WITH GOVERNMENT
6. EXPERIMENTAL OR INNOVATIVE ACTIVITIES
7. ACHIEVEMENTS WITHIN THE LOCAL COMMUNITY
8. CONTRIBUTIONS TOWARD PROVINCIAL SYSTEMS FOR CONTINUING EDUCATION
9. POLITICAL ISSUES AND ACTIVITIES
10. ANY OTHER ISSUE OR ACTIVITY OF LOCAL IMPORTANCE NOT PREVIOUSLY LISTED

3. DEVELOPING A PLAN FOR COLLECTING EVIDENCE

A plan should be made for collecting the required information. It should list the information to be collected, sources of the information, and how each item will be obtained.

To begin with, the range of possible procedures available for collecting information should be listed. Answers to the following questions will help address that issue.

1. What sources of information may be used for this project?
_____ C.E. Division Personnel
_____ Community Groups, Associations, and Agencies
_____ Community Residents
_____ Government Documents
_____ Ministry of Education Documents
_____ Ministry of Education Personnel

_____ Ministry of Education Publications
    "Getting to Know Your Community"
    "Census Stats for Community Education"
    "Adult Education in British Columbia: A Handbook"
    "1982 Directory: Provincial Government Adult Education Programs & Services"
    "C.E. Programmer's Manual"
    "Community Survey Handbook"
_____ Program Participants
_____ School Board Documents
_____ School Board Staff
_____ Other Sources (Please List and Explain)

2. What procedures will be used to collect the information?

_____ Analysis of Documents
_____ Community Meetings and Forums
_____ Direct Observation of Activities or Products
_____ Interviews
_____ Questionnaires
_____ Other Procedures (Please list and Explain)

3. Who will collect the information?

_____ C.E. Division Staff
_____ Community Volunteers
_____ Evaluation Project Staff
_____ External Consultants to the Evaluation
_____ External Evaluation Team
_____ Ministry of Education Staff
_____ School Board Staff
_____ Staff of Government Agencies
_____ Staff of Educational Agencies
_____ Others (Please List and Explain)

The following issues are important to consider with respect to collecting information:

(1) A broad range of groups within the community should be contacted, including those who represent senior citizens, mentally handicapped, physically handicapped, unemployed, disadvantaged, business, women, and labour.

(2) Some attempt should be made to contact non-participants in continuing education. This can be done by phoning people at random, using short interviews on the street with people passing by, asking for time at community group meetings, or similar methods.

(3) Some information from course participants, teachers, staff members, or community leaders may be given in confidence. The internal team should devise ways to ensure that confidences are maintained. Administration of all student surveys must be designed so that instructors do not see the original written responses. Students should be assured that their answers will be anonymous, and the internal team should carefully supervise the process to avoid any mistakes.

(4) Survey and interview questions should be carefully framed so that answers can be clearly interpreted. All questions should be pilot tested to ensure that the range of possible answers is useful and meaningful.

(5) Sample survey forms in this manual are intended as a guideline. They should be edited to meet the district's specific needs.

When the range of options for the sources of information, procedures to be used, and collectors of information has been listed, a plan for collecting the required evidence can be outlined. The type of evidence required, where it exists, how it can be gathered, and who will collect it should be listed. Those decisions can be briefly outlined in a table which can be used as a plan for gathering evidence. The Table might take the format illustrated on the following page.

Figure 2

An Example of a Plan for Collecting Evidence

One of the required items for examination is Satisfaction of Program Participants. The type of information to be gathered is Opinions of Participants; the sources of information are Completers and Dropouts. Completers will be Interviewed and will fill in Questionnaires; Dropouts will be Interviewed. Information from Completers will be collected by C.E. Staff distributing questionnaires in class and by internal team members interviewing a sample of participants. Dropouts will be interviewed by internal team members. The table would be completed as follows for that item.

ITEM	TYPE OF INFORMATION	SOURCES OF INFORMATION	COLLECTION PROCEDURES	COLLECTOR
Prog. Satis.	Opinions of Partic.	Participant Completing	Questionnaires	CE Staff
			Interviews	Internal Team
		Course Dropouts	Interviews	Internal Team

The plan would be completed for each item to be examined.

B. COLLECTING THE INFORMATION

In the previous section, items to be examined by the internal and external teams were listed. When the internal team has completed a plan for collecting information, the plan can be implemented. This section describes specific information to be collected for each of the required items, and suggests where the information can be found. Not all possible pieces of information are listed in this manual, and the internal team may want to think about additional pieces which would be useful for the district assessment.

1. PURPOSES FOR THE INFORMATION

Information about each item is required for two purposes: (1) to DESCRIBE the item (2) to JUDGE the item. For each item, the internal team's first duty is to collect sufficient information so that most important attributes can be described. This description provides the internal team with data which team members can either agree or disagree with. Before any evaluation can occur, the team must agree on the current state of the item. If the team cannot agree on a description of an item, it cannot proceed to evaluate it, since there is no agreement with respect to what is being evaluated. For example, the team must agree that the district salary scale has been accurately described before it can make any assessment concerning the merits of the scale.

The internal team's second duty is to collect sufficient information to make judgements concerning each item. Without a judgement concerning the merit of an item, no evaluation has been completed. Once an item has been described, an assessment must be made to indicate if the item is adequate or acceptable in its current state. To complete this task, the team may want to collect information for purposes of comparison. In some cases, the team may be able to identify data for comparison in similar school districts or in provincial statistics. In other cases, the team will have to make an informed judgement concerning what a reasonable standard should be. Personal experience or opinions of others may be used for this purpose. Without suitable information, the team will not be able to make logical judgements concerning each item, and without the judgements, it will not be possible for the internal team to assess the strengths and weaknesses or to justify any recommendations for change. The importance of collecting information for these purposes should therefore be evident.

Another way of considering purposes relates to the ways in which the information will be used. The evaluation should provide information to JUSTIFY or ACCOUNT for the status of each item, and also to IMPROVE items. Some of the data gathered should be capable of demonstrating the merits, standards, or qualities of items, and other data should provide helpful ideas to make improvements where necessary.

2. INFORMATION TO BE GATHERED FOR SELECTED ITEMS

Assessment of a continuing education unit requires broad ranging knowledge about various topics. Most assessment team members will not be expert at all the areas, but collectively, the team should have an adequate base of information. To help each team consider items on the required list, this section of the manual will suggest details to examine, identify or describe existing documents or guidelines relating to the items, or suggest sources of information which might be used.

Each item on the required list will be considered in turn. Items on the optional list will not be discussed.

a. Local Community Profile

Educational needs of adults in a community provide the foundation for school district continuing education programs. To identify the types of needs which a local unit should be addressing, a description of the community is useful. Once the characteristics of a community are known, estimates can be made concerning educational needs. Knowledge about the local community is important for the continuing education unit to plan programs, and the same information is important to assess the relevance of programs offered by the unit. By comparing community characteristics with programs offered by the local unit, it may be possible to determine the adequacy and equity of programs offered, and to identify client groups which are not being served.

The community profile is also important for the external team. Some members of the team may not be aware of important characteristics of the community. A CONCISE description of the community which includes the most RELEVANT information of concern to continuing education will help the external team focus on key aspects of the community and comprehend local programming work more fully. A profile which is too long and padded with marginally relevant detail will be ineffective.

The community profile should provide a statistical analysis of important characteristics and also a brief description of community life. The external team, after reading the profile, should be able to sense the local living conditions and style of life. They should know some of the important elements of community life and be able to understand continuing education's roles and relationships.

Two important sources for developing the community profile are "C.E. Programmer's Manual" and "Getting to Know Your Community: Data for Community Adult Education Programming in British Columbia" (both published by Ministry of Education, Continuing Education Division, Victoria, 1981). The first describes how to begin the task and provides brief examples. The second explains how to gather statistical information about the community. Relevant statistics should be collected from the census, focusing especially on those items which are listed as more important in the list of social indicators.

To supplement the above manual, "Census Stats for Community Education: A User's Manual". (Ministry of Education, 1983) illustrates how to use the Canadian Census to obtain information listed in "Getting to Know Your Community".

When statistics are reported, detailed tables should be placed in the Appendix, and the main points of information discussed in the text. Readers should be guided through the important figures with brief discussions describing local data and explaining their importance for continuing education activities. It is especially important to discuss those statistics which relate closely to the district's continuing education program. For example, if the district emphasizes Adult Basic Education programs, then statistics concerning levels of education should be explained; if the district offers English Language Training, then statistics concerning mother tongues and immigration should be given.

Statistical data alone are not sufficient to describe the community in the most helpful ways for continuing education uses. To expand the profile, the more important elements of community life should also be verbally described.

One of the first tasks should be to list the main agencies and groups in the community. "Adult Education in British Columbia: A Handbook" (Ministry of Education, 1981) will help to identify some possible groups in the area. Other resources such as phone books, community resource pamphlets, or other local documents can also be used. In addition, the major economic, cultural, political, religious, recreational, governmental and intellectual forces should be identified. A community profile is more difficult to develop for large urban areas where numerous resources and agencies exist. In these cases it is more useful to point out the wide range of resources available, and to list a few typical examples. Specific agencies which are important to the continuing education unit should be mentioned. In densely populated areas which include more than one school district, the community profile should concentrate on those aspects which are unique in the district, when compared with those of the general region.

For many communities, existing profiles may be found. For example, business development offices, municipal government, chambers of commerce, or tourism offices may have helpful information. Librarians may be able to suggest useful references as well.

An example of a well-developed community profile is included in Section VI.

b. Continuing Education Unit Philosophy

To properly assess the continuing education unit it is essential to understand the values by which it operates. Each unit operates with a set of values which may be written or unwritten. Those values affect the types of services offered and the priorities set for various programs. For example, units which believe that serving the disadvantaged is their most important function will allocate their efforts more toward those services than will units which believe their most important function is offering recreational services. Many units will not have a written statement of beliefs or purposes, and the internal team may have to identify the unstated assumptions which underly the unit's priorities. Where written statements do not exist, they should be developed while the internal review is underway.

A statement of philosophy for the unit should answer the following questions:

1. Why does the unit exist?
2. What purposes should it be serving?
3. What is its role in the community?
4. What types of services are most important?
5. What audiences are most important?

When a unit's philosophy is written, it provides a clear reference for all parties. The school board, district administrators, unit personnel, and Ministry of Education are all able to identify the beliefs which are represented by the unit's services in the community. The statement provides a point for those groups to discuss what the unit is currently attempting to do and what it should be attempting to do in the future.

Sample statements of unit philosophies are illustrated in Section VI of this manual.

The external team requires a statement of philosophy from the local unit to complete the review. The statement should be examined by the external team to answer the following questions:

1. Considering the nature of the community, are the values of the unit appropriate?
2. Are the values of the unit congruent with those of the school board? Ministry of Education?
3. Are there important values or beliefs which the unit should incorporate to make its operations more relevant and equitable for the community?
4. Are there significant differences between the unit's values and those of units in similar communities within the province?

One role of the external team is to present informed comments concerning the values and beliefs of the local unit. Evidence concerning those values may be gathered from written statements or inferred from the range of programs offered. While the external team may want to recommend that the local unit examine its values and possibly change them in the future, it should review the unit's activities with respect to the existing statement of values. The external team may recommend that the local unit's philosophy be changed, but current services should be judged with respect to the existing values as stated by the local unit.

c. School Board Policy

In addition to noting statements of values and beliefs, the internal team should identify the district's written policies concerning the continuing education unit. These might include the original legislation which established continuing education activities as well as other statements which the school district has used to define or interpret the roles or procedures of continuing education. The most logical places to search for this information are past records of school board meetings, policy handbooks used by the district, or documents within the continuing education unit. In most districts, there will be few policies specifically written for continuing education. However, there may be many policies which include continuing education, and which affect its operations, but which were not written with continuing education in mind.

The internal team should also ensure that its members are familiar with Ministry of Education policy statements concerning continuing education. These should be on file in the district offices for continuing education. They outline government support for various types of programs.

In some cases it may be difficult to distinguish policy from philosophy. Policy statements will describe decisions and activities to be undertaken, while philosophy statements will describe beliefs and values. Policy explains what is to be done; philosophy explains what is important.

d. Goals and Objectives

One assumption of this assessment process is that continuing education units operate in a logical, goal-oriented manner. The local unit exists for purposes described in the statement of philosophy. To put that philosophy into practice, operating goals and objectives are selected for periods of time such as an academic term or a calendar year. Goals and objectives are statements of specific achievements to be reached during the time period. Some of the unit's intentions may be broad in nature, and they may be termed "goals". Other intentions may be more specific and they may be termed "objectives". Using this system of terms, the unit's philosophy is the most general in nature, and may be put into practice through several goals. Each of the goals may require several objectives. These terms may not be important for all assessment projects, but where a local unit is able to state its intentions at both the broader and more specific levels, the terms will be useful in describing the intentions clearly.

The internal assessment team is responsible for identifying the general goals of the local unit and also the specific objectives used to reach those goals. If the unit is programming in several different areas of study, each area may have its own goals and objectives. After identifying those goals, the directions being pursued by the continuing education division and each of its programming sections should be described. Ideally, the purposes of each section will be congruent with the overall goals of the division. Desired outcomes of the whole unit should be described, showing how each of the programming sections contributes to the overall thrust.

In many cases, there will not be any written statements of goals or objectives and interviews with staff may be needed to identify the unit's intended directions. While broader purposes and goals may be described in general terms, specific objectives should be described wherever possible in terms of concrete, specific end results which can be tested by external observers. For example, instead of stating "Our objective is to help the disadvantaged as much as we can", the statement might be, "Our objective is to have 5% of the illiterate adults in the community complete one Level 1 A.B.E. program each term." The first statement is general, abstract, and cannot clearly be tested by an external observer. The second statement is specific, concrete, and can be tested. To obtain those types of specific objectives, perceptive questioning may be required since some continuing education staff members may have only general abstract ideas about what they are trying to achieve.

The intentions of the continuing education unit need to be known before any judgements can be made concerning how well those intentions have been achieved. For example, the district which wanted to conduct ten ESL classes, and was able to complete only four would be judged differently than the district which wanted to conduct one class and completed it successfully. Differences between intentions and achievements are important to document, and the information is only possible when the intentions are known.

A list of unit goals and objectives will be needed to answer the following questions:

1. Are the goals and objectives appropriate, given the values and philosophy of the local unit?
2. Are the goals and objectives realistic?
3. Should the unit be attempting to reach different goals?
4. Are goals and objectives among all programming sections consistent with overall purposes of the division?

e. Goals and Plans for the Future

In addition to the current goals, the future goals of the continuing education unit should also be identified. The internal team should determine if the director of continuing education is planning any changes in the unit's activities over the next two or three years. Some of the possible changes include the following:

(1) Expansion or contraction of current programming areas
(expanding A.B.E., decreasing general interest, etc.)
(2) Attempting to reach new groups of participants
(programming for minority ethnic groups, unemployed women, etc.)
(3) Attempting to develop new course areas
(word processing, advanced technology, etc.)
(4) Using new types of educational equipment or materials
(computers, new literacy series, etc.)
(5) Developing new programming schedules
(daytime programming, summer schools, shiftwork, etc.)
(6) Developing cooperation with additional agencies
(BCIT, OLI, KNOW, PVI, government departments, etc.)
(7) Changing administrative structures in the unit
(Adding or reducing administrative staff positions)
(8) Moving to new facilities
(Using new schools, community locations, etc.)

Other types of changes may also be found, and the examples given above are intended only as illustrations of typical types of changes to identify.

f. Administrative Structure

The administrative structure for district continuing education should be described in detail. The following list illustrates types of information which might be included:

(1) number of administrative positions (including director, assistant director, program coordinators, night school supervisors, administrative assistants, etc.)
(2) duties of each administrator
(3) organizational relationships among administrators
(4) organizational positions of continuing education administrators within the overall school district structure
(5) numbers of staff supervised directly by each person

Names of people currently holding each position should be included in the description. Job descriptions or other relevant documentation should be included in the appendix. Accuracy of the job descriptions should also be noted. When jobs appear to be similar, an explanation should be included to distinguish among them.

g. Office Staff

Office staff positions for continuing education should be described. These will normally included secretaries and clerical staff, but may include others in some districts. The number of positions, job descriptions, and job duties of each should be described. Requirements for special skills in each job should also be noted. The internal team should report any problem areas related to office staff, and make general comments about operating procedures, efficiency, and effectiveness.

h. Instructional Staff

A profile of the instructional staff should be given. The number of instructors in each programming area should be noted, and each group of instructors should be described. Some of the descriptive items for use include educational qualifications, formal teacher training, length of teaching experience with adults, length of employment with district continuing education, number of hours teaching per week, age, and sex. Further information should also be included where the internal team feels it is important to fully describe the district instructional staff. For example, some districts might make special efforts to employ ethnic instructors, or senior citizens, or handicapped teachers, and those factors should be noted.

A sample questionnaire to collect information from instructors is included in Section VI.

i. Program Facilities

A profile of buildings and facilities used by continuing education should be provided. This profile should describe the administrative offices, number of schools, type of schools (elementary or secondary), number and types of rooms in each school, and geographical locations of schools. Other community facilities used for continuing education should also be noted, including libraries, recreation centres, cultural centres, churches, theatres, corporate classrooms, or others.

The internal team should describe any problems which exist for the facilities, including parking, janitorial services, phones, duplicating, hours of access, suitability of rooms for programs, access by public transportation, access to refreshments, or others.

A map of facilities should be provided as a document within the Internal Report.

j. Equipment and Supplies

Use of equipment and supplies should be examined. Some important topics include access to school equipment, access to supplies, suitability of equipment for programs, and needs for additional equipment. Typical types of equipment and supplies for concern include computers, word processors, shop tools, duplicating machines, gymnasium equipment, library books, classroom texts, or cooking equipment.

The internal team should note any problems or deficiencies related to access or use of school equipment, or any problems relating to availability or suitability of equipment purchased or leased by the continuing education unit.

k. Budget

Financial matters concerning the continuing education unit should be described and explained. Relevant information from CE 106, CE 108, and a summary of CE 120's should be included for the most recent term available. In addition, any audit statements from the Ministry of Education should be included. Details of instructor or administrative salary systems should be reported, but confidential information relating to individual salaries should not be listed.

Important information from the budget forms should be used to develop descriptions of the overall budget as well as the budgets for each programming area. The descriptions should include a breakdown of both expenses and sources of funds. Proportions of funding from fees, local taxation, provincial grants, and other sources should be noted.

Where possible, provincial averages for various types of expenses should be listed and used for comparison while examining the local budget. Also, the accuracy of accounting and reporting should be noted from audit statements.

Information in this section should provide internal and external team members with the means to adequately assess the district's financial affairs within continuing education. Both teams should be examining the distribution of costs among budget items, and the degrees of funding from various sources. Where proportions of expense or revenues appear to be out-of-line, they should be noted.

1. Administrative Procedures

The continuing education unit has a number of administrative functions to perform, and they are the focus of the following four sub-sections of this manual.

i. Staff Recruitment

Relevant information concerning recruitment of administrators, instructors, office staff, special projects staff, and casual help should be examined. Typical information might include the following:

(1) procedures for opening staff positions
(2) procedures for announcing and advertising positions (externally and internally)
(3) procedures for selecting candidates

ii. Staff Training

Training and professional development activities should be examined. These include orientation of new instructors and also professional development for instructors and administrators.

The internal team should examine procedures and materials used for orientation of new instructors. The opinions of instructors concerning their orientation should also be gathered.

Opportunities for professional development also need to be examined. The number of staff members and the types of activities undertaken in recent terms should be noted. Budget allocations for this item may also be important to record. Activities in this area should be broadly considered to include workshops, courses, job enrichment, coaching by superiors or peers, systematic self-directed study, or other means for improving performance on-the-job. Local activities provided for staff should be noted, and travel to distant activities should also be examined.

Resources available in the district for professional development might also be noted. The district's instructional resource centre or community library might be examined for relevant materials. Use of available resources by district staff should also be checked.

iii. Personnel Management

Personnel management includes a variety of topics, and some of the more important should be examined by the internal team. The following list suggests some of the areas for investigation, but the internal team should feel free to add others which are believed to be concerns or issues within the district.

(1) procedures for promotion within continuing education
(2) staff turnover problems
(3) staff grievances and procedures for their resolution
(4) supervisory problems of administrators
(5) personnel policies regarding holidays, sick leave, benefits packages, job security, or other topics
(6) access to administrators to discuss personnel issues
(7) procedures for evaluating staff performance

iv. Staff Evaluation

Assessing performance of office staff, instructors, and program supervisors is an important function in achieving excellence within continuing education. The internal team should examine the following questions:

(1) Are procedures in place to assess staff performance?
(2) Are the procedures used in some systematic manner?
(3) Are the procedures adequate and appropriate?
(4) Should any changes to the system be recommended?

v. Office Procedures

Office procedures within the continuing education unit should be examined. Also, office procedures in other divisions of the school district which affect continuing education might also be included. Some of the possible topics include the following:

(1) office hours
(2) geographical locations of offices
(3) purchasing procedures
(4) procedures for handling cash
(5) duplicating services
(6) stenographic services
(7) filing and record keeping
(8) payroll procedures

m. Programming Procedures

To assess the district's programming procedures, the internal team should use the following manual as a primary reference:

> Lund, B. and McGechaen, S. "CE Programmer's Manual" Victoria, B.C., Ministry of Education, Continuing Education Division, 1981.

The manual outlines programming activities which should be undertaken in continuing education. By examining the manual, the internal team should be able to identify suitable items of information to gather.

An outline of programming activities is provided in the chart at the beginning of the book. As may be seen, there are seven major skills, labelled A to G. For each skill, there are a number of separate tasks, labelled with numbers.

Of the seven major skill areas listed in the CE Programmer's Manual, five are listed as required items for examination in this evaluation manual: Assessing Needs, Course Planning, Advertising, Course Management, and Evaluation. The two remaining items are Personnel Management and Communication Skills.

Topics related to Personnel Management are listed separately as Administrative Procedures in this evaluation manual. The internal team does not need to duplicate those topics for instructors, and should include the instructors as part of the total staff procedures as examined in the Administrative Procedures section.

Communications Skills are difficult to examine on a unit-wide basis because they differ widely among individuals. Competencies of individual staff members are not a focus for the district self-assessment, and the area of communications skills may be left out by the internal team. However, the internal team should feel free to examine any of the specific tasks if they relate to unit-wide concerns or issues. For example, if there is a concern for the quality of reports, public communications, or similar tasks, the internal team should include the relevant items in its assessment.

The internal team should ensure that the district's performance for each of the programming procedures on the required list is examined. To complete the assessment, detailed information concerning many of the numbered tasks in the programmer's manual will be required.

For some skill areas, continuing education staff will be able to provide the required information, and for other areas, people who are able to observe the unit's work are potential sources of information. For each item, the internal team should describe how the work is done, and then judge how well it is done. Both strengths and weaknesses of each item's performance in the local unit should be noted.

This evaluation manual does not describe the programming tasks in detail because the CE Programmer's Manual is an excellent source of information. The internal team should concentrate on the CE Progammer's Manual for help in this portion of the assessment.

n. Instructional Activities

Instruction is the primary product delivered by continuing education. Its quality must be assessed to the extent possible without formally evaluating the performance of each instructor.

The general state of instruction within continuing education can be assessed by making random classroom visits to note the range of techniques, effectiveness of presentations, and their suitability to course content. A collective assessment of instruction should be made without focusing on any individual. Some of the information which might be useful includes the following:

(1) student perceptions about the quality of instruction
(2) supervisors' assessments of instructional quality
(3) listing of instructional techniques used in courses
(4) identification of specific types of instruction used in particular areas such as ABE, ESL, ASE
(5) instructors' perceptions of instructional problems

Care should be taken not to report individual instances, isolated cases, or information which cannot be substantiated by more than one person. All information collected from participants should be treated in confidence. Instructors should be notifed of potential classroom visits by internal team members, and should be allowed to opt out if they wish, to minimize negative reactions and anxiety.

o. Special Projects

The continuing education unit may be involved with one or more special projects. Normally, these projects will be administered separately from regular programs and will often be funded separately. In the past, the Ministry of Education maintained a special projects fund for districts to pursue special activities such as needs assessments, evaluations, curriculum development, distance education experiments, development of instructor training manuals, or similar work. That projects fund has not been active lately, but districts may continue to have involvement in special projects work. Some involvement may relate to the provincial Ministry of Education, but some districts may also be working with other government or private organizations to pursue special interests. The task of the internal team is to identify any of these projects, to describe them, determine their current status, and assess the work done to date.

p. Profile of Programs Offered

A profile of programs offered by the continuing education unit needs to be developed. That profile should summarize the number and types of programs conducted in the previous and current programming years.

Each programming area such as ABE, ESL, general interest, vocational, or other divisions used by the district should be described. The number of courses, range of topics, and typical program titles within each area should be described.

The internal team should assess whether the distribution of programs among areas is appropriate, whether the range of programs offered in each area is satisfactory, and whether those programs offered are sufficient or appropriate to address the philosophy and stated goals of the continuing education unit.

The program profile should also be assessed in light of the community profile to determine if all segments of the population are being served. The internal team might also ask if there appear to be needs which are not being met, or if some of the community is being served too extensively, at the cost of not serving others.

Relationships between programs offered and the continuing education budget should also be examined. Relative costs among programming areas should be noted in terms of the numbers and types of programs offered. Programs which require greater costs or which generate greater revenues should be noted.

Other possible aspects to consider include the geographic distribution of programs and timing throughout the year. Major themes evident in the programs should also be noted. For example, a district may want to emphasize fitness courses or adult special education or community development as its main focus.

The main sources of information to develop the program profile include the continuing education calendars or brochures or newspaper inserts, and the CE 120 forms.

The topic of course cancellations should also be examined. Courses which were advertised but did not attract sufficient registrations should be identified. Reasons for lack of registration should be examined.

q. Participant Statistics

Characteristics of participants should be described and a set of registration statistics should be described as part of the evaluation. The internal team needs to determine which segments of the community attend the district's programs. A statistical analysis of community residents was established within the community profile, and comparisons should be made to determine which segments of the community are attracted to the events offered. The internal team should identify segments of the community which are over- and under-represented at programs. This information is required to determine if needs of the entire community are being met.

A sample questionnaire for participants is included in Section VI. Many of the questions duplicate census questions so that direct comparisons can be made between the participant profile and the community profile. The internal team should note any groups in the community which do not appear to be well represented among participants. The groups can be identified in terms of characteristics such as age, education, marital status, and others.

Statistics related to participation in programs are also important. The number of program registrations in each programming area needs to be tabulated, and the number of completions and drop-outs should also be noted if possible.

r. Participant Satisfaction

One of the most important indicators of success for a continuing education unit is the satisfaction of participants. When participants are satisfied, it is an indication that many aspects of the unit's work are succeeding; when they are not satisfied it is indicator that various changes may be required within the unit. Participant satisfaction is the most basic level of result to assess from a continuing education program.

The sample questionnaire for participants in Section VI includes questions to identify satisfaction with various components of a program. The internal team should note items which were not considered to be satisfactory by participants. Items which were well regarded should also be noted.

s. Learning Achievements

The primary purpose of continuing education programs is to provide an opportunity for learning. One task of the evaluation is to determine the level of learning which results from programs. Many programs in the general interest category last only a few hours and participants do not want to have their learning tested. Standard measures of learning are not available for those types of programs. However, other programs such as ABE, ESL, GED, and ASE are conducted for longer periods and participants are expected to have their levels of learning assessed. Any available information related to learning achievements should be gathered by the internal team. Some of the possible items include examination results, course grades, numbers of graduates, or types of products developed by participants.

It may be difficult to identify indicators of learning for general interest programs, but most other programming areas should be able to provide information. The internal team's task is to assess the levels of learning in terms of reasonable expectations for the types of programs and participants being reported.

t. Relations with the Local Community

To be successful, the continuing education unit must maintain cooperative and productive relations with important elements of the local community. The internal team should identify the most relevant segments of the community and assess their relationships with the continuing education unit.

Typical components of the community to examine might include the following:

(1) libraries
(2) health services
(3) women's groups
(4) ethnic groups
(5) Chamber of Commerce
(6) labour unions
(7) church groups
(8) arts and culture groups
(9) senior citizen's groups
(10) police department
(11) recreation groups
(12) employment services
(13) social services
(14) professional groups

Other groups exist in the community, and the internal team will have to identify and select the most relevant groups or individuals to contact. The list of groups to contact will likely be different in each district, and will depend upon specific activities of the continuing education unit. Services available through the municipal, provincial, and federal levels of government should all be considered.

For each group, the information to request is similar, and includes the following items:

(1) What is the group's relationship with continuing education?

(2) In what ways does continuing education help the group's activities?

(3) In what ways does the group help continuing education's activities?

(4) What complaints does the group have concerning the activities and operations of the continuing education unit?

(5) What changes would the group suggest in continuing education's operations?

(6) What additional types of cooperation would the group desire with continuing education?

(7) What current areas of cooperation should be reduced?

(8) What changes are likely to occur in the future which will affect the relationship?

(9) What types of programs should continuing education offer in addition to what is currently offered?

(10) What compliments would the group like to put forward concerning the continuing education unit?

A sample questionnaire for community agencies is included in Section VI.

Information from community agencies should be described in detail, and supporting documents included in the Appendix of the Internal Report. That will assist the external team visit by reducing the amount of time required for the team to visit various agency representatives in the community.

u. Relations with District School System

Relations between continuing education and all relevant components of the district's school system should be examined. The components to include are as follows:

(1) school board
(2) school superintendent
(3) secretary-treasurer, or chief financial officer
(4) school administrators
(5) day school instructors
(6) specialized services (counselling, libraries, cooperative education, audio-visual, vocational shops)
(7) administrative services (payroll, purchasing, building and grounds, maintenance, facilities rentals, etc.)

Specific information required from each group varies, but the general nature of inquiry in each case should focus on the following issues:

(1) What is the perception of continuing education?
(2) What types of contact exist with continuing education?
(3) What problems exist in services related to continuing education?
(4) What changes would be desirable in continuing education activities and operations?
(5) What strengths exist in relations with continuing education?
(6) What advice should be given to continuing education to maintain and strengthen relations in the future?

The internal team should develop a list of points to raise with each component of the system. A few of the basic points which concern each component are listed below, and the team should expand these lists with relevant issues in the local district.

In some districts the internal team may not want to deal with the School Board, Superintendent, Secretary-Treasurer, or other top administrators. The reasons may relate to issues of protocol, conflicts of interest, or feelings of insecurity where members of the team are employees of the school board. Where the internal team believes it is not able to deal with those components, the external team should be informed. Normally, the external team is not expected to repeat or complete internal team tasks, but in this instance, some of the tasks may be undertaken by the external team during its visit.

School Board

Does the board support continuing education?

How often does continuing education arise as a topic in meetings?

What complaints does the board receive concerning continuing education?

School Superintendent

What improvements are needed in the administration of continuing education?

What is the level of cooperation among continuing education and top administration?

What is the importance of continuing education in the district's school operations?

Secretary-Treasurer

What effect does continuing education have on the district's budget?

What improvements can be suggested for continuing education's financial affairs?

How much help is provided for continuing education to develop its budget each year?

School Administrators

How does continuing education affect the operation of individual schools?

How are continuing education activities in each school planned?

What types of complaints arise within day school staffs concerning continuing education activities?

Day School Teachers

What complaints arise from continuing education activities held in the school?

What communication exists with night school instructors using the classroom?

What right does continuing education have to the use of school classrooms?

Specialized Services

What use does continuing education make of the services provided?

Is continuing education's use of the service encouraged?

How could continuing education increase its effectiveness in using the service?

Administrative Services

What types of services are required by continuing education?

How can continuing education improve its use of services available?

What additional services can be provided for continuing education, if requested?

v. Relations with Ministry of Education

The Ministry of Education, Continuing Education Division, has responsibilities for maintaining a level of coherence among all school district continuing education units, and for encouraging each district to provide suitable levels of service. This Division approves much of the funding for district units, and monitors operations throughout the province.

The continuing education unit reports local activities to the Ministry Division, and requires Ministry approval for some aspects of its operations. Relations with the Ministry should be examined to identify areas for concern.

The Ministry is able to compare each district unit with all others in the province, and that viewpoint is helpful to the internal team. The Ministry may be able to identify areas where the local unit differs significantly from other units in the province, or may be able to identify concerns with aspects of the local operation. The areas of finance, programming mix, and statistical reports are relevant in these regards. In addition, the Ministry is able to identify contributions of the district toward development of the province-wide system of continuing education.

A sample form for obtaining Ministry information is included in Section VI.

w. Relations with Other Educational Agencies

Cooperation and competition among educational agencies serving the local community is a major concern. Various agencies may be offering programs for adults in the community, and one aspect of the evaluation is to assess those relations. In communities served by several agencies, the issues usually focus on duplication of courses and use of community facilities.

The internal team should identify the relevant agencies which are offering adult education programs in the community and then examine their relations with the district's school board unit. In most cases, the information will include the following items:

(1) What is the level of cooperation between the agencies?
(2) What types of cooperation are present?
(3) What types of conflict exist?
(4) What improvements are possible in the relations?
(5) What types of programs might be allocated to each agency?
(6) What facilities can be shared by both agencies?
(7) What programming areas does the agency want to reserve for itself?
(8) What programming areas does the agency want continuing education to take over?
(9) How do differences in pay scales, course fees, access to facilities, and conditions of employment relate between the agencies?

Local colleges are one major provider of educational programs for adults in most communities. The internal team should examine this set of relations closely. Some possible concerns which may be evident include the place of ABE and vocational programs, shared use of facilities and equipment, and historical feelings of competition.

Provincial institutes such as OLI, KNOW, and BCIT should also be contacted if they are relevant to the district's activities. With respect to OLI and KNOW, concerns may focus on the local unit's efforts to promote courses or to encourage local people to register for them, when credit for registration may not be given to the local operation. Relations with BCIT will likely be less at issue because that institute offers more specialized training and does not have facilities in many school districts. In districts where provincial training institutes are active, concerns may focus on duplication of vocational training courses and the place of pre-vocational training programs.

Issues relating to local recreation agencies normally centre on duplication of fitness courses and use of school facilities, especially gymnasiums and pools.

In some communities, private training schools exist, and they may have concerns to discuss. Typically, these agencies offer stenographic, computing, or hobby type courses, and they are concerned with competition from public agencies.

In each district the agencies and issues may differ, and the internal team's task is to identify and examine those which are relevant.

3. CHARACTERISTICS OF THE INFORMATION GATHERED

In previous pages, various items of information to be collected have been listed. Most of the items will be obtained by examining documents, interviewing people, or using survey questionnaires. In all cases, the internal team should be searching for the highest quality information possible.

The format of information gathered should suit its uses in the evaluation. Verbal data is often difficult to analyze but provides important information concerning specific changes and improvements; numerical data is sometimes easy to analyze, may help to account for or to justify an item, but may provide no ideas for making improvements. The internal team should attempt to gather a mixture of numerical and verbal information concerning each item, so that numerical analysis can be used to document the status of items, and verbal information can be used for explanation or sources of ideas for improvements.

With respect to verbal information which might arise from interviews or written answers to questionnaires, the most helpful data will be concrete and specific. Citation of specific examples is preferable to that of abstract generalizations. Wherever possible, unclear or ambiguous information should be avoided. With respect to numerical data, accurate counts are preferable to relative comparisons. An accurate count for some item is more helpful than a general figure such as 'more than 50', or a comparative figure such as 'more than last term'.

When sampling is required to gather information, the team should try to select respondents in an unbiased way. For example, if a few students are to be interviewed, some procedure should be used so that a random selection is made. The classroom teacher should not be permitted to select the students most favourable to the course. If teachers are to be interviewed, the administrators should not be allowed to select those most favourable to the district's position on an issue.

In many cases it is almost impossible to gather information of the highest quality, or to select samples which are broadly based or unbiased in some way. Despite the practical problems, the internal team is expected to minimize problems of invalid or biased information. The team will be held accountable for the quality of its information when its work is assessed by the external team.

C. ANALYZING THE INFORMATION

Information collected by the internal team will be of little use without further analysis. The purpose of analysis is to transform the raw data into meaningful information. For this evaluation, a simple procedure will be followed, consisting of the following steps for each item being examined:

1. Describe the item as fully and accurately as possible
2. Judge the merit, quality, or value of the item
3. Suggest changes or improvements which are needed

Analyzing the information will consist of following those three steps for each item of concern selected from the required and optional lists. Each of the steps will be described more completely in the following pages.

1. DESCRIBING THE ITEM

The first step in analyzing information is to identify all pieces of information which relate to the item being assessed. Several sources of information may have been used, and the relevant data from each source should be identified. Once the raw data is assembled, the process of summarization can begin.

In most cases the raw data will consist of numerous pieces of information from various sources in verbal, visual, or numerical format. Those pieces of information need to be aggregated and summarized so that the item can be described in a concise manner. The specific organization and nature of the summary will depend upon the characteristics of the item being examined. Some of the possible approaches include the following:

a. simple count
b. frequency distributions
c. mathematical averages
d. percentage distributions
e. summary of positive and negative opinions
f. description of procedures
g. summary of viewpoints from different groups of people
h. photographs or drawings of products
i. lists of items
j. maps, illustrations, diagrams, charts, blueprints.

In addition to selecting a suitable way to describe the item, the internal team should identify any subgroups which should be described. For example, professional qualifications might be described for all continuing education instructors in the district, with further subgroup descriptions given for the ABE, vocational, and general interest instructors.

Before further analysis can proceed, the internal team should agree that the current state of the item has been fully and accurately described with respect to its relevant characteristics. In some cases that task may be difficult, especially where different sources of information disagree. Lack of agreement can arise over matters of fact (how many courses were conducted?) or matters of opinion (should continuing education spend more money on ABE?). In the former case the disagreements should be resolved if possible; in the latter case the disagreements should be carefully described.

2. JUDGING THE ITEM

The second step is to judge the merit, worth, or value of the item. This step requires additional information beyond that used to describe the item. Judgement is the essence of evaluation: if no judgement is made, no evaluation is done. To judge an item, information is required for purposes of comparison. The item being examined must be compared to a standard of some sort to determine its level of merit. Searching for suitable comparisons is one of the more difficult tasks of evaluation.

In some cases the standards are easily identified as legal requirements (School Act), organizational regulations (School Board Policy), professional standards (ethics) or accepted procedures (procedural manuals). In other cases comparative standards can be identified as historical records or practice (last year's results), parallel practices (neighbouring district practices), or suggested practices (academic pronouncements). Sometimes, arbitrary opinions as well as carefully considered statements about reasonable expectation are used. In many cases, no standards will be found, and in some cases, several conflicting standards may be identified.

To assess each item, the internal team should identify or devise a reasonable standard for purposes of comparison. When the item is judged, that standard should be used in justifying the team's position. That is, the team should be able to state whether an item is at an acceptable state or level, and to explain its reasons for making that decision.

Sophisticated statistical tests will not be required in these evaluations, unless a specific question (Do ABE students perform better in organized evening classes or in learning centre tutorial settings?) within a district requires that form of analysis. For the most part, simple numerical comparisons will be adequate, and the internal team should not become too concerned about searching for significant statistical differences.

3. SUGGESTING CHANGES

A third step in analyzing information is to identify any changes which might be suggested. Changes may be suggested for items which are judged to be adequate as well as items which are not adequate. Suggestions for change are more significant when an item is judged to be weak, but important changes may also be made in strong components of a district's activities.

Suggestions for change should flow naturally out of the description and judgements concerning each item. As the item is considered, various points may arise which merit mention. Those points should be recorded by the internal team, and after discussion, the important ideas for change may become the internal team's set of recommendations for the evaluation.

In summary, the analysis of information for the evaluation follows a simple pattern. Each item on the list is examined in turn, and for each item the following questions are addressed:

1. How can the information be concisely and accurately summarized?
2. Is the descriptive summary adequate?
3. How can a judgement be made concerning the merit or value of the item?
4. What is the merit or value of the item?
5. What are the weakness and strengths of the item?
6. What changes should be suggested for the item?

When those questions have been completed for each item, sufficient information will be available for the key sections of the internal report.

CHECKLIST FOR ITEMS TO BE ANALYZED

This checklist summarizes the items to be examined by the internal team, and provides a way of identifying any items which have not been analyzed.

For each item on the list, place a check to indicate the internal team's decision, using the following code:

OK - EVERYTHING IS ACCEPTABLE
IMPR - SOME IMPROVEMENT IS NEEDED, BUT NO RECOMMENDATION HAS BEEN MADE
REC - SOME IMPROVEMENT IS NEEDED AND A RECOMMENDATION HAS BEEN MADE
NA - NOT APPLICABLE IN THIS DISTRICT

	OK	IMPR	REC	NA
1. CONTINUING EDUCATION PHILOSOPHY	___	___	___	___
2. SCHOOL BOARD POLICY	___	___	___	___
3. CONTINUING EDUCATION GOALS	___	___	___	___
4. GOALS AND PLANS FOR THE FUTURE	___	___	___	___
5. ADMINISTRATIVE STRUCTURE	___	___	___	___
6. OFFICE STAFF	___	___	___	___
7. INSTRUCTIONAL STAFF	___	___	___	___
8. PROGRAM FACILITIES	___	___	___	___
9. EQUIPMENT AND SUPPLIES	___	___	___	___
10. BUDGET	___	___	___	___
11. ADMINISTRATIVE PROCEDURES				
STAFF RECRUITMENT	___	___	___	___
STAFF TRAINING	___	___	___	___
PERSONNEL MANAGEMENT	___	___	___	___
STAFF EVALUATION	___	___	___	___
OFFICE PROCEDURES	___	___	___	___
17. PROGRAMMING PROCEDURES				
ASSESSING COMMUNITY NEEDS	___	___	___	___
COURSE PLANNING	___	___	___	___
ADVERTISING	___	___	___	___
COURSE MANAGEMENT	___	___	___	___
COURSE EVALUATIONS	___	___	___	___
18. INSTRUCTIONAL ACTIVITIES	___	___	___	___
19. SPECIAL PROJECTS	___	___	___	___
20. PROGRAMMING RESULTS AND OUTCOMES				
PROFILE OF PROGRAMS OFFERED	___	___	___	___
PARTICIPANT STATISTICS	___	___	___	___
PARTICIPANT SATISFACTION	___	___	___	___
LEARNING ACHIEVEMENTS	___	___	___	___

21. RELATIONS WITH LOCAL COMMUNITY ___ ___ ___ ___
22. RELATIONS WITH DISTRICT SCHOOL SYSTEM ___ ___ ___ ___
23. RELATIONS WITH MINISTRY OF EDUCATION ___ ___ ___ ___

24. RELATIONS WITH OTHER EDUCATIONAL AGENCIES ___ ___ ___ ___
25. INSTRUCTIONAL EFFECTIVENESS ___ ___ ___ ___
26. STAFF MORALE ___ ___ ___ ___
27. ACHIEVEMENTS OF PROGRAM GRADUATES ___ ___ ___ ___
28. COOPERATIVE PROJECTS WITH OTHER AGENCIES ___ ___ ___ ___
29. RELATIONSHIPS WITH GOVERNMENT ___ ___ ___ ___
30. EXPERIMENTAL OR INNOVATIVE ACTIVITIES ___ ___ ___ ___
31. ACHIEVEMENTS WITHIN THE LOCAL COMMUNITY ___ ___ ___ ___
32. CONTRIBUTIONS TOWARD PROVINCIAL SYSTEMS FOR CONTINUING EDUCATION ___ ___ ___ ___
33. POLITICAL ISSUES AND ACTIVITIES ___ ___ ___ ___

34. OTHER ITEMS EXAMINED IN THE DISTRICT

______________________________ ___ ___ ___ ___

______________________________ ___ ___ ___ ___

D. WRITING THE INTERNAL ASSESSMENT REPORT

The internal report should provide a concise record of the internal team's procedures and conclusions. This report will be examined by the director of continuing education, the superintendent of schools, school board members, and perhaps other staff members in the school district. The external team will rely on it as a major source of information. It is the formal record of the internal team's activities and may be used for a variety of purposes within the district. Therefore, every effort should be made to ensure that it is accurate, complete, and well written.

1. STRUCTURE OF THE REPORT

The suggested structure includes four major sections:

(1) Introduction
(2) Internal Team Procedures
(3) Findings
(4) Documentation

The Introduction should describe basic facts about the evaluation project, including the following:

(1) Name of the school district
(2) Dates of the project
(3) Purposes of the Assessment
(4) Summary of Internal Team Recommendations

In addition to the above list of items, the Introduction should briefly describe the main sections of the internal report as a preview of what is to be read.

Internal Team Procedures should be described in the second section. All members of the team should be listed by name and position, and the procedure for selecting the team should be described. This section should include a basic account of the team's activities. Using this information, the external team should be able to judge whether the internal team has followed acceptable procedures to complete the task.

Some of the typical items to include in this section are as follows:

(1) number of times the team met
(2) duties of team members
(3) methods used to reach decisions
(4) details of survey procedures
    -who was surveyed
    -how many forms distributed
    -how respondents were selected
    -methods of distribution and collection
(5) details of interviewing procedures
    -list of interviewees
    -how questions were developed
    -methods of conducting interviews
    -methods of recording information
(6) types of data analyses done

Other pieces of information may also be required. The internal team should include whatever items are necessary to describe their assessment procedures. While there is a need for complete and accurate information, it should focus on relevant issues, and not become mired in detail. The external team will rely on this information to judge the validity and completeness of internal findings.

The third section should report the internal team's findings. The report will be used most efficiently if the findings are reported in the same order suggested by the list of required items to examine. That is, the first item reported should be the community profile, followed by the philosophy, policy, goals, and future plans items etc.

As each item is reported, the list of information to provide should be as follows:

(1) description of the item
(2) judgements about the item (explained and justified)
(3) comments regarding strengths and weaknesses noted
(4) suggestions for change

This list follows the suggested steps for data analysis. The information will be readily available if the analysis for each item was completed in that way.

After all items in the required list have been reported, additional items selected for examination should be included.

After the individual items have been reported, a set of overall conclusions may be explained. This section should identify general themes noted by the internal team, and summarize the main points the team wants to emphasize.

The fourth section should include all necessary documents to support the report. Some typical items which might be included are as follows:

(1) maps of the region
(2) census tables
(3) pages from policy manuals
(4) advertising brochures and newspaper inserts
(5) course lists
(6) financial reports and audit statements
(7) samples of survey forms
(8) organization charts
(9) job descriptions
(10) pages from procedures manuals

The internal team will have to decide which items are most useful as supporting documents for the report. The documents should help the external team to become knowledgeable about the district and its continuing education operations in a concise yet complete manner.

2. INTERNAL TEAM RECOMMENDATIONS

Recommendations for change are an important component of the internal report. The team's recommendations will be studied carefully by district administrators and staff. Also, the external team will respond directly to each recommendation in its report.

Using the procedures suggested in this manual, any recommendations concerning an item will be reported along with the descriptive and judgemental comments. The description of an item and the explanations of its strengths and weaknesses should provide a logical basis for each recommendation. A good recommendation has the following qualities:

(1) It describes an OUTCOME to be achieved or a process to be followed. It focuses on what is to be done, rather than the details of how to proceed with the changes
(2) It describes an ACTION or a decision to be made, rather than a practice to be continued in a current form
(3) It focuses on a matter of SIGNIFICANCE, rather than a small detail which can be dealt with incidentally
(4) It is supported with relevant DATA and a logical interpretation which relates the recommendation to the data

All members of the internal team should be involved in developing recommendations. The task is time-consuming, but in most cases the quality of recommendations is improved by group discussion. One person may write recommendations quickly, but miss important aspects of the problem. A group requires more time, but is able to consider more aspects of the problem. The process is slowed when too many people are involved, and dividing the task into sub-groups may be more efficient. The sub-groups may develop the recommendations, and the whole team can then discuss each sub-group report.

Internal teams should set aside major blocks of time to discuss recommendations. The process may take several meetings. Normally, the Director of Continuing Education would not attend the meetings where recommendations were discussed, allowing team members more opportunity for frank and open discussion of issues.

When the recommendations are complete, the internal team should indicate an order of priority. This can be done by putting an asterisk beside those which are considered to be most important, listing them in order of importance, or grouping them in two or three categories of importance. In this way, the team can indicate which recommendations are most urgent, in their opinion.

In addition to the separate sets of recommendations which exist for each item throughout the report, a complete list of all recommendations should be included as a summary. This list should be placed at the beginning of the report, where it can be easily located for reference.

3. DIRECTOR'S RESPONSE TO THE REPORT

The director of continuing education will not usually be a member of the internal team, and will not have a chance to discuss the team's recommendations while they are being developed. It is important that the director have a chance to examine those recommendations before the report is made final. A draft report should be discussed with the director before the last meetings of the internal team to prepare the final report. The director's comments and advice should be taken into consideration by the team, but the final report should be that of the team, and not the director. After discussing the director's comments, the team should prepare the report, sign and submit it to the director.

The director, in turn, is responsible for submitting the internal report to the superintendent of schools. After discussing a draft report with the internal team, the director may find items in the final report which require comment. Before the report is submitted the director should, if desired, prepare a director's response to the report. That response might disagree with recommendations, explain the consequences of proposed changes, or discuss other important issues which the director wants to have noted by the superintendent or the external team. The director's response should be appended to the internal report when it is submitted to the superintendent.

When the internal report and director's response are delivered to the superintendent, the internal assessment is completed. The report will be forwarded to the external team by the superintendent.

4. DISTRIBUTION OF THE INTERNAL TEAM REPORT

Distribution of the internal report is the responsibility of the district superintendent. In addition to sending copies to the external team, the superintendent may want to provide copies for various district administrators. Each superintendent will identify those people who should receive a report.

It is important to provide copies to any district administrators who will be interviewed by the external team. After the Orientation Meeting, the district will prepare a list of people to be interviewed. Anyone who is interviewed without reading the report has the disadvantage of not knowing the report's contents. The external team will gain more from each interview when interviewees are aware of the issues raised in the report.

IV. THE EXTERNAL REVIEW

An external review is incorporated into the assessment process for two purposes:

(1) to assess the internal team's work

(2) to provide an outside perspective on the district's continuing education unit.

Major components of the external review will be explained in the following pages. Topics include courtesies and ethics, orientation meeting, on-site visit, report writing, and presentation of findings.

A. REVIEW TEAM COURTESIES AND PROTOCOL

The review team is invited to the district as a friendly observer, to provide helpful advice. Some of the courtesies and ethical considerations associated with that role are outlined below.

1. Being helpful does not mean automatically agreeing with the district's position. The most helpful advice can often take the form of strongly disagreeing with the district's position and explaining the disagreement with well developed arguments. The professional experience of external team members is an important source of help for the district, but its value is diminished if team members avoid criticism where local practices need to be criticized.

2. Some information gathered during the review may be confidential, and ethical standards should be maintained by not disclosing data of that nature.

3. In some cases, conflicts of interest may arise because of team members' involvements with various associations, agencies, funding sources, governing bodies, regulatory authorities, or other activities. If the conflicts can be predicted, team members should excuse themselves from the relevant activities. Where they become apparent during a team activity, they should be explained to the team by the members affected.

4. Controversies exist in most organizations, and the external team should avoid taking sides in those of the local school district. This is particularly important when political issues and interpersonal conflicts are involved.

5. Continuing education staff within the local district are an important district resource. Members of the external team should avoid efforts to entice district staff away to other employment. Situations may occur during interviews with district staff, where external members are asked for information about other opportunities. Team members should not be perceived as initiating inquiries or encouraging district staff to change employers.

6. Job openings may exist in districts while the review is underway. Team members should avoid declaring an interest in those positions until the review is complete.

7. The external team is invited to the district by the superintendent of schools. During the visit the team should attempt to identify and deal with the superintendent's questions and concerns as a priority.

B. THE ORIENTATION MEETING

The first meeting of the external team will be the Orientation Meeting. All members of the team should be present. If one member is missing, the team will experience difficulties in completing the on-site visit.

Arrangements for the meeting should be made by the district's director of continuing education, and the director should act as chairperson.

The following people are expected to attend the meeting:

(1) All members of the external team
(2) Director of Continuing Education
(3) District Evaluation Coordinator
(4) Ministry of Education Representative

The following people may attend the meeting, if the director of continuing education wishes to invite them:

(1) District Superintendent of Schools
(2) Members of the internal evaluation team.

The date and place of this meeting should be set well in advance so that commitments for attendance can be made by everyone. Ideally, the meeting will be held two weeks before the on-site visit so that adequate preparations may be made. The location should minimize time and travel for the greatest number of people involved.

The internal report should be made available to members of the external team at least one week, and preferably ten days, before the orientation meeting. All members should have read the report before the meeting. Key issues, questions, and concerns related to the internal assessment should be identified by each external team member before the Orientation Meeting. If the report is not made available to external team members at least one week before the meeting, the meeting should be rescheduled.

Purposes of the meeting include the following:

(1) Members of the external team become acquainted
(2) External team meets district representatives
(3) External team clarifies information presented in the internal report
(4) Plans for the on-site visit are made.

Duties of the external team leader concerning that meeting include the following:

1. Contact the director of continuing education to ensure that appropriate arrangements have been made for meeting
2. Ensure that each review team member has received advance copies of the internal report and documentation
3. Ensure that a thorough review of the report has been made by each member and that any topics requiring clarification have been noted
4. Ensure that each team member has received essential information including the unit's name and address, name of the school superintendent, name of the continuing education director, dates of the visit, team member's names and positions and addresses, transportation and accommodation arrangements, financial arrangements, terms of reference, and team operating guidelines
5. Ensure that each team member has read the evaluation manual and will bring a copy to the meeting
6. Ensure that each team member will attend the meeting
7. Explain external team procedures to be followed during the visit and present external team comments relating to the internal report
8. Lead external team questionning about the internal evaluation process
9. Direct team members in planning the on-site visit
10. Ensure that the district is able to make the required preparations for the on-site visit

A typical agenda for the Orientation Meeting would include the following items:

(1) Introduction of all people attending the meeting
(2) Explanation of the evaluation process:
  - the continuing education evaluation system
  - internal and external team responsibilities
  - school district and Ministry expectations
(3) Brief presentation of internal report highlights
  - review and clarification of recommendations
  - explanation of internal team procedures
(4) Clarification or questions related to internal report
  - discuss possible concerns of external team as notice of issues which may be questionned during visit
(5) General discussion about arrangements for visit
  - developing a list of people to be interviewed
  - agreeing on general schedules for visit
(6) Separate meeting of external team to plan visit

The external team should take enough time during the meeting to prepare for their on-site visit. This planning time is important because the team will not likely have another chance before the on-site visit begins. Some of the important tasks to be completed include:

(1) Identify the major problems needing attention during the visit
(2) Identify the key people to be interviewed, and the important issues to discuss with each person.

A checklist for selecting people to interview is provided on the following pages.

A CHECKLIST OF POSSIBLE PEOPLE TO BE INTERVIEWED BY THE EXTERNAL TEAM

Place a check beside each person who should be interviewed during the external team visit.

CORE INTERVIEWS

These interviews are normally included in each district evaluation.

___ School Superintendent
___ Director of Continuing Education
___ School Board Chairperson
___ Secretary Treasurer of School District
___ Principal of a Night School
___ Assistant Director of Continuing Education
___ Office Secretary
___ Recreation Department Program Director
___ Community College Principal or Continuing Education Director
___ Internal Team
___ Program Supervisors / Head Teachers / Evening Supervisors

ADDITIONAL INTERVIEWS

These interviews are sometimes requested by external teams.

Instructors in each program area
___ Vocational Education
___ Community Education
___ General Interest
___ Adult Basic Education
___ English as a Second Language

___ Participants in Various Program Areas

Representatives of community groups
___ Mentally and Physically Handicapped
___ Seniors
___ Business
___ Ministry of Human Resources
___ Canada Employment and Immigration Centre
___ Women's Access Centres
___ Provincial Institutes (OLI, PVI, BCIT)
___ Labour Unions
___ Private Trades Training Schools
___ Private Educational Schools

___ Other Groups of Importance in Each Specific District

C. THE ON-SITE VISIT

The external team visit normally requires three days. To make maximum use of the time, all activities must be planned carefully. The host district is responsible for making detailed arrangements for the visit, including transportation, rooms, meals, interview schedules, work space, clerical help, supplies, or other necessary items. The following points relate to those tasks.

1. TEAM LOGISTICS

a. Arrangements for travel and rooms are most conveniently made for everyone by the host district. Reservations and payment can be centralized.

b. Arrangements for meals should be discussed by the director of continuing education and external team leader. The team may want to include the director in some group meals but not others, or it may want the district to make reservations for some group meals but not others. Payment for group meals is more convenient on one cheque, and payment by the director or the external team leader simplifies accounting needs.

c. A central work space should be made available for the team's visit. The space should have:

- convenient access to washrooms
- refreshments available (juices, tea, coffee)
- xerox services available
- comfortable environment for full-day interviewing
- adequate table space for writing
- lack of distractions and noise
- space for interviewees to be met and to wait if early
- privacy of a closed door
- signs posted giving directions to interviewees
- access to phones if necessary
- reasonable access to eating facilities for lunch

d. A recording secretary should be provided for the team if requested. Supervision of the secretary's duties should be undertaken by the team leader.

2. TEAM OPERATIONS

a. Each external team member should be present for the whole visit. Except for unavoidable emergencies, team members should expect to make a commitment for the entire visit. Ideally, to permit total concentration, they should not encourage messages from their own offices.

b. On the first evening, either before or following the interview of the internal team and the joint dinner which is normally held, the external team should set aside time to plan general strategies for the first few interviews on the following day.

c. Tours of facilities should be arranged only when inspection will give important additional information. Visits to classrooms should be kept to a minimum because most team members will be familiar with the normal range of classroom activities and facilities.

3. INTERVIEW SCHEDULE

a. Interview schedules should leave time before the interview for the team to discuss key questions to ask, and time after to discuss important points raised. In addition, some free time should be left in each half day to adjust for unavoidable delays in the schedule. If they are not used for time adjustments, the team can use them for discussing issues which arise during interviews.

b. Interviews should be held in a central location wherever possible. This saves time and inconvenience of travelling to other locations in the district. An exception is where the relevant facilities are important to see.

c. Wherever possible the team should interview as a group rather than separating for individual interviews. Group interviews limit the number of contacts, but shared observations lead to improved decision-making by the team. Individual interviews increase the contacts made, but make group consensus more difficult.

d. For team interviews, different members should rotate as leaders. This reduces the work load for the team leader and shares the fatigue of interviewing.

e. The director of continuing education should make arrangements for interviews, and the team should expect some flexibility for substitutions of names or times.

f. At least one week's notice will be needed to get commitment for many people to attend interviews. A list of likely people needs to be developed at the Orientation meeting, giving the director at least 10 days before the visit to make arrangements.

g. In each district there is a set of core interviews which should be conducted. They include the school board chairperson, superintendent, secretary-treasurer, director of continuing education, internal assessment team, local college representative, community director of recreation, and continuing education administrators, At least one hour should be allotted for those interviews.

h. Opportunities should be available for team members to circulate freely among both students and instructors if they wish to do so. Conversely, some time should be available for students or instructors to drop in and meet with team members if they wish to do so. These times should be well publicized.

i. Both the director of continuing education and the external team should be satisfied that a broadly representative group of people have been interviewed.

j. Where representatives of groups such as students or teachers are to be interviewed, the external team should ensure that the selection process is unbiased if possible. The district should not expect to have only supportive students or teachers interviewed.

k. Wherever possible, interviews should be used to probe for key issues and concerns, rather than gathering basic information which the internal team should have collected.

l. As a courtesy, the superintendent of schools should be the first person interviewed.

m. Interviews should be completed by 4:30 PM each day, to reduce interviewing fatigue.

n. Two meetings with the director of continuing education should be scheduled. The first should be an interview near the beginning of the schedule, to discuss key concerns and issues. The second should be at the end of the interview schedule to clarify final points, and to discuss problems and issues which have arisen during the visit, and give the director advice related to the various issues. The meeting should be held before the verbal report is given at the end of the visit. Further information about this meeting can be found in the section "Director's Confidential Meeting".

o. A sample interview schedule is included on the following page to illustrate some of the points in the above list.

SAMPLE EXTERNAL TEAM SCHEDULE FOR ON-SITE VISIT

TIME	ACTIVITY OR PERSON TO BE INTERVIEWED
TUESDAY	
5:00 PM	EXTERNAL TEAM PLANNING MEETING
6:00	Internal Team (Without Director of C.E. Present)
8:00	DINNER FOR INTERNAL AND EXTERNAL TEAM (hosted by C.E. Director)
WEDNESDAY	
8:30 AM	District Superintendent
9:30	Director of Continuing Education
10:30	REFRESHMENT BREAK
10:45	Chairperson of School Board and Another School Board Member
11:45	LUNCH
1:15 PM	Secretary Treasurer of School District
1:45	Community College Principal
2:45	REFRESHMENT BREAK
3:00	Recreation Commission Program Director
3:30	Assistant Director of Continuing Education
4:00	Principal of Major High School in District
THURSDAY	
8:30 AM	C.E. Office Secretary
9:00	ABE Program Director
9:30	Labour Union Representative
10:00	REFRESHMENT BREAK
10:15	Senior Citizen's Centre Director
10:45	3 Participants in C.E. Programs
11:00	Mentally Handicapped Society Representative
11:30	Chamber of Commerce Representative
12:00	LUNCH
1:30 PM	Women's Access Centre Representative
2:00	3 Instructors from Various Program Areas
2:30	Ministry of Human Resources Representative
3:00	REFRESHMENT BREAK
3:30	Canada Employment and Immigration Centre Representative
4:00	C.E. Office Clerk
FRIDAY	
8:30 AM	CONFIDENTIAL MEETING WITH C.E. DIRECTOR
10:30	ORAL REPORT TO SUPERINTENDENT, INTERNAL TEAM, AND GUESTS

4. THE INTERVIEWING PROCESS

The following points of advice are intended to help external team members obtain the most relevant and useful information from each interview.

a. The team needs to identify which evaluation issues are relevant to the position and knowledge of the each person being interviewed.

b. An interviewing plan is helpful, outlining the main topics and questions to be covered in each interview. This ensures that all relevant topics are covered, and that the interview does not ramble along without direction.

c. One team member should take responsibility for leading each interview. This task can be rotated and shared among members. The leader is responsible for keeping the interview on-track and on-time.

d. Whenever possible, team members should take a few minutes before key interviews to discuss their strategy or expectations for the next session.

e. Questions should be limited to the areas of knowledge best dealt with by the interviewee. If another person can best answer a question, leave it until that interview. Don't ask one person to guess about information which should be given by another person.

f. Try to obtain the highest level of information possible from each person. Question high level administrators about high level issues, rather than day-to-day routines.

g. Maintain control over the interview. Do not let the interviewee start interviewing team members or try to control the interviewing process.

h. Spend the time gathering as much information as needed, but do not feel obligated to fill the whole scheduled time. When the necessary information has been gathered, end the session.

i. Focus on collecting information. Team members should avoid giving the interviewee advice, trying to convince the interviewee about some point, giving information about how things are done in other districts, informing the interviewee about local district issues, or contributing public relations information on behalf of the local district.

j. Team members need to be able to distinguish facts from opinion. They also need to probe carefully when separate people report differences in "facts", and to consider possible reasons for differences in interpretations or opinions given by various interviewees. Third opinions should be used to assess these types of discrepancies.

k. Be prepared for occasional situations where interviewees become semi-hostile or refuse to answer legitimate questions.

l. Assure the interviewee that information is given in confidence, and ensure that the confidence is kept.

5. PUBLIC RELATIONS

a. The host district should ensure that all staff members are aware of the external visit and its purposes. Also, any individuals or groups in the community which may be contacted by the external team should be informed about the visit ahead of time. A public relations effort should be made to reduce anxieties or misconceptions about the visit.

b. Instructors should be informed that the external team will NOT be making detailed inspection visits to classrooms to examine either student or teacher activities or achievements. No special preparations should be made in any classrooms for the external visit.

c. If local media request interviews, the team leader should represent the group.

d. Social events are pleasant activities and helpful in having the external team meet members of the community, but should be restricted. The external team needs most of the time available to complete its task.

e. A press releases may be appropriate to announce the external visit and to report the general results of the evaluation after the final report is received in the district. In some districts the news may be considered of more importance or interest than in others, and the decision to contact newspapers should be discussed among the director of continuing education, superintendent, and school board chairperson.

6. DIRECTOR'S CONFIDENTIAL MEETING

When all interviews have been completed, a meeting is held with the director of continuing education to informally discuss some of the issues arising from the visit. The purpose of the meeting is to have a group of colleagues discuss various items of advice the external team may want to pass along to the director. Some points related to the meeting are listed below:

a. The meeting is for the benefit of the director, and the advice should be considered confidential. This is an opportunity for the external team and director to explore various issues and options off-the-record, in a constructive spirit.

b. The external team should consider ways to discuss their comments without making the director feel defensive. In some cases this may be difficult either because of the director's personality or the nature of issues arising. The advice will be most helpful if it is concrete, specific, and related to issues; rather than abstract, general, and focused on personal characteristics of the director.

c. One member of the external team should keep a written list of the points discussed. The director may not remember them all after the meeting, and may be too involved in the discussion to make personal notes.

d. The points raised in this meeting do not necessarily have to be included in the external team oral or written report. The external team may decide that some issues can be handled better in a private manner.

e. In addition to the Director's Confidential Meeting, the external team may wish to request a confidential meeting with the Superintendent alone, or with the superintendent and director together, depending on the nature of issues and concerns. The purpose is to give constructive advice to the district, and the external team should decide how their advice would be best given.

7. TYPICAL INTERVIEW QUESTIONS

The following list of questions may suggest suitable questions for interviews during the external team visit. Additional questions will be necessary, depending upon specific issues in each district, but this set of questions provides a basic start. NOT ALL OF THE QUESTIONS NEED TO BE ASKED. If answers to a question are already in the internal report, the question should not be asked during an interview unless it is to clarify or verify the answer. These lists are provided only as a sample to help external team members plan a series of questions for each interview.

In some districts the positions listed do not exist, but the information may be available from people in different positions. It is also possible that the positions listed are not appropriate for the external team to interview within a district. NOT ALL PEOPLE ON THE LIST NEED TO BE INTERVIEWED. The external team will have to identify those people in the district who have the required information.

Each section lists questions which might be asked while interviewing the person listed at the top of the section. There is no particular order to the questions.

Superintendent of Schools

What is the district philosophy of continuing education?

How does continuing education fit in with district operations?

What is the importance of continuing education in the district?

What purposes does continuing education serve for the district?

Are the continuing education goals correct, as written in the internal report?

Does the district have a formally accepted statement of policy or philosophy concerning continuing education?

Does the district support cooperative efforts between the continuing education unit and other bodies such as colleges or institutes?

What is the board's policy toward cooperation with district leisure and recreation services?

How often do you meet with the continuing education director?

How often does the continuing education director make presentations to the school board?

What is the best way to let the school board know about continuing education activities?

Are you satisfied with the existing administrative structure for continuing education?

What are your perceptions of continuing education?

What are the major problems of the school district which also affect continuing education?

What is your position on sharing facilities between the day and night schools?

Does the district support professional development for the continuing education staff?

Would you support a district advisory committee for continuing education?

What improvements need to be made in the administrative aspects of the continuing education unit?

What funding level is suitable for continuing education?

What facilities do you want to increase or decrease use of by continuing education?

Are there improvements required in continuing education which were not included in the internal report?

What recommendations of the internal report to do agree with? disagree with?

What are the main weaknesses in continuing education?

What are the main strengths in continuing education?

Are there particular issues you would like the external team to address during the visit?

Chairperson of the School Board

What are your impressions of continuing education?

Is there any concern about the continuing education goals or philosophy as written in the internal report?

Is there a need for changes in goals or philosophy to accurately describe the board's position?

How supportive is the board concerning continuing education?

Is the board adequately informed about continuing education?

Does it want to know more about continuing education? Less?

Is any board member assigned to be liaison person between the board and continuing education?

Is any member of the board especially interested in the continuing education operation?

Should any member of the board have a special responsibility for monitoring continuing education activities?

What complaints does the board receive about continuing education?

Are there needs in the community which are not being met by continuing education?

What style of operation does the board want for continuing education?

What problems exist for continuing education due to lack of funding?

Does the board have any concerns about the continuing education budget?

Does the board want to increase course fees?

How much more money is possible for continuing education from the board?

How likely are future budget cuts?

Should continuing education operate courses which do not bring in any revenue?

What is the board's position on the college's role in district continuing education?

Should continuing education go into competition with others in the community who teach courses as a business?

What is the board's position on the shared use of facilities between the day and night schools?

What is the board's position about the priority of continuing education and other groups using school facilities?

What is the board's opinion of the internal report?

What is the board's opinion about the composition of the internal committee?

Was any member of the board invited to be part of the internal team? If not, would the invitation be welcomed?

Are there any recommendations which should be added to the internal report?

Do you disagree with any recommendations of the internal report?

What recommendations of the internal report will the board support?

Secretary-Treasurer or Chief Financial Officer

What is your perception of continuing education?

What are the financial implications of continuing education for the school district?

How is the continuing education budget established?

What changes would you like to see in the fiscal procedures for continuing education?

What bank accounts are directly controlled by continuing education?

Are you satisfied with the financial controls and procedures used by continuing education?

How does the refund system work for continuing education?

Is the director of continuing education aggressive in seeking budget funds?

Director of Continuing Education

How was the internal team chosen?

Are you satisfied with the internal team's work?

Are you comfortable with the administrative structure and procedures of continuing education?

Is there a director's advisory committee in the system?

Are you aware of any discontent within the system?

How are staffing and personnel changes made?

How often are grievances aired by staff?

What procedures are used to deal with grievances?

How is promotion of employees handled?

Are you satisfied with facilities provided by the board?

What changes would you suggest in school board administrative procedures to facilitate your work?

Are you satisfied with the lines of upward communication and reporting for your position?

How do you select courses to be offered?

What activities do you undertake to develop cooperation between continuing education and the school board? superintendent? community agencies? Ministry of Education? local college? recreation department?

What grants have been sought outside of the school board for funding?

What have you done to cooperate with the college?

What liaison exists with the college?

Are the specific program areas you want to work in but have not been able to? What has stopped you?

What recommendations of the internal report do you disagree with?

What recommendations do you support?

Are there other recommendations you believe should be added to the report?

Assistant Director of Continuing Education

How do you divide the work between you and the director?

How does your job differ from that of the director?

Are local programs meeting the needs of the community?

What changes would you make to your job to increase your effectiveness?

Do you meet with the superintendent? school board?

What is your level of job satisfaction?

Are you aware of any problems within the system?

Members of the Internal Review Team

Can you briefly describe how the internal report was put together?

Are you satisfied with the way the committee was selected?

Is the committee broadly based enough to get an overview of the total system?

How many times did the committee meet?

How much time was spent interpreting data, drawing conclusions, and developing recommendations?

How did you reach group agreement when issues were debated?

Does the report accurately reflect the team discussions?

Are all the important issues included in the report?

Are all the recommendations agree to by all members?

Could the committee change the report if necessary, without approval of the director?

Are there other recommendations which should be made in the report?

Has every team member had sufficient chance to read and make comments on the internal report?

Are there any recommendations which need additional explanation for the external team to fully understand?

Are there any tasks the external team should do, which the internal team was unable to do because of political reasons, conflicts of interest, or other such reasons?

Support Staff

Do the job descriptions accurately describe your jobs?
How much do you enjoy working here?
Is the equipment adequate for the job to be done?
Is there sufficient support staff for the job to be done?
What changes would you make in the office procedures?
When you have a problem or grievance, what do you do?
Are you satisfied with the way your problems are deal with by the director and supervisors?
Are you satisfied with your terms of employment?
Do you have any problems with registration?

Special Area Programs Offered by Continuing Education (ABE, ESL, ASE, GED, etc.)

How do you enjoy working in continuing education?

In what ways does continuing education facilitate your work?

How could continuing education make your work more effective?

Are the physical facilities adequate?

Can you identify any problems in the system?

Do staff members receive adequate opportunity for professional development and training?

Are advertising and promotion adequate for your program?

Is a suitable range of courses offered in your area?

Is the level of cooperation adequate between continuing education and other agencies related to your work?

Continuing Education Instructors

Were you given an adequate orientation for your job?

Are the physical facilities adequate for your course?

Is the equipment up-to-date?

Do you have any problems related to day school activities?

Are you kept informed about continuing education activities and issues?

Is the advertising adequate for your course?

Is the location adequate?

Are you satisfied with your terms of employment?

Are you satisfied with the pay scale?

Are you expected to do a lot of volunteer work?

Are there any procedures which could be improved in the system?

How is your teaching evaluated?

If problems arise is there adequate help for you during your teaching hours?

How do the continuing education administrators and supervisors help or hinder your work?

Are you satisfied with your terms of employment

Do you ever take part in staff meetings?

Are you satisfied with your opportunity to give information to the internal review team?

When you have a problem or a grievance, is it handled adequately by the supervisors and administrators?

When job opportunities arise in the system, are you made aware of them?

Is there an instructor's handbook to explain procedures?

Do you have adequate opportunities for professional development?

Is professional development supported adequately by the district?

How much are you involved with taking registration and fees for your course?

Are the number of instructional hours sufficient for the objectives of your course?

Should your class be taught at additional times during the year -summer session, daytime classes, etc.

Is there sufficient opportunity for you to meet and discuss conditions and concerns with other instructors?

Do any of your activities cause problems for daytime teachers in the schools?

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Are the physical facilities adequate for your course?

Is the equipment up-to-date?

Do you have any problems related to day school activities?

Are you kept informed about continuing education activities and issues?

Is the advertising adequate for your course?

Is the location adequate?

Are you satisfied with your terms of employment?

Are you satisfied with the pay scale?

Are you expected to do a lot of volunteer work?

Are there any procedures which could be improved in the system?

How is your teaching evaluated?

If problems arise is there adequate help for you during your teaching hours?

How do the continuing education administrators and supervisors help or hinder your work?

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Do any of your activities cause problems for daytime teachers in the schools?

Continuing Education Students

Are you satisfied with your courses?

Is the instruction adequate?

Are the facilities suitable?

Are the location and times convenient?

What improvements would you suggest to make your course better?

Are the course fees acceptable?

How did you learn about the course?

Is the course advertising adequate?

How many people dropped out of the course during the term?

Do you know why any of them withdrew?

Head Teachers, Coordinators

Are your responsibilities accurately described in the job description?

Are you satisfied with your terms of employment?

What special problems require your attention lately?

How is the morale of continuing education teachers?

What changes would make your job easier or more effective?

How much work are you expected to do without pay?

Do you have a chance to give information about hiring teachers?

Are you given sufficient authority to perform your job well?

How often do you meet with the director to discuss issues and concerns on the job?

Night School Principals

What problems do you have to deal with most often?

What complaints exist between day and night teachers using the same facilities?

Are there any problems related to janitorial services and night school use of facilities?

Is there a need for registration procedures to be improved?

Is security a problem for school facilities at night?

Is there a security problem related to cash on registration nights?

Are you satisfied with your terms of employment?

How could your job be made easier or more effective?

Are the facilities appropriate for the courses offered?

Are instructors able to have xeroxing done on short notice if necessary?

Do you have the necessary authority to do your job well?

Is help available in the school during class hours for any emergency which might arise?

Do any problems exist between daytime students and adult students?

Representative of Local College

What types of cooperation exist between the college and the school district continuing education unit?

What problems need to be examined between the college and the school district?

What courses would the college like the school board to operate, and be given up by the college?

What courses would the college like the college to operate and be given up by the school board?

Are there needs in the community which the school board is not meeting through its programs?

Is there a need for greater coordination in course planning between the college and school board?

On what basis should courses be divided or shared between the college and school board?

How often does the college meet with the director of continuing education to discuss plans and issues within the district?

How could the school board help the college operate more effectively in the district?

How could the college help the school board operate more effectively?

Community Agencies

In what ways do you cooperate with the continuing education unit?

How could relations between your agency and continuing education be improved?

What complaints do you have concerning continuing education activities and operations?

In what ways does continuing education help your agency?

What changes would you suggest in the continuing education unit?

Are you satisfied with the continuing education unit's work?

Ministry of Education Representative

What are the main strengths of this continuing education unit?

What improvements might be made by the district?

Are the types of programs offered adequate in this district?

Are the goals and objectives of this district appropriate?

Does this district follow government guidelines and policies to an appropriate degree?

Are you satisfied with fiscal management and procedures in this district?

What concerns does the Ministry have with respect to the activities of this continuing education unit?

D. WRITING THE EXTERNAL REPORT

The external report is written for the district superintendent's use. A second copy is provided to the Ministry of Education for information purposes. The report is due two weeks following the on-site visit.

1. PREPARING THE REPORT

External team members should attempt to draft as much of the report as possible during the on-site visit. Once the visit is complete, team members may be unable to gather again to discuss the report. Conference telephone calls may be useful in finalizing details of the report, but the important themes and recommendations should be developed while the team is together. This task can proceed each evening during the visit, and on the last day the team should focus its attention on writing a rough draft of points to be included. The rough draft will be helpful for the last afternoon, when a short oral report is presented to the district before the team leaves.

The external team should agree on a procedure for writing the report. Normally, different sections of the report are allocated to team members, with the team leader integrating each contribution into a final product. If team members know who will be responsible for each section before the visit, group activities and reporting duties can be coordinated more effectively. Following the visit, each person can write those detailed sections and forward them to the team leader, who will prepare the final report.

Provision should be made for team members to receive drafts of each person's work, as submitted to the team leader. When the first integrated draft is prepared, it should be circulated to all members for comments. The final draft should then be prepared and delivered to the superintendent, with a copy to the Ministry of Education.

The report should reflect consensus among team members. Although one person may write a section, the points to be covered should be discussed and agreed to by all members. If there is no consensus on a point, it should not be included in the report.

Any points included in the report should be based on sufficient evidence. Ideally, any point included should be founded on more than one observation. The importance of the external report implies that its contents should be checked carefully. Opinions cited by only one person should be carefully checked before they are used. A firmer foundation exists where the same point has been mentioned by several people, and to all members of the team.

The structure of the report should follow that of the internal report. That is, it should include an introduction, explanation of external team procedures, and comments about each of the items to be examined. For each item, recommendations made by the internal team should be noted and commented upon. Further comments and recommendations related to the item should then be made, so that all comments related to each item are found at the same point.

The external report should not be lengthy. It should focus on judgements and recommendations rather than description. It should reflect the external team's opinion of the internal recommendations, and should include any additional comments or recommendations which seem appropriate.

The following section is included to assist the external team's examination of the internal report.

2. ASSESSING THE INTERNAL REPORT

This guide provides the external team with a procedure for a systematic review of the internal team's report. Also, the external team can formulate material for its own report as a result of this procedure.

One of the internal team's first tasks was to list the items to be assessed. Some of those items were required in every district's plan and others were optional. The first step for the external team is to list those items which the internal team intended to assess. Ideally, the internal report will include those items in the order suggested by this manual, and they will be easily found.

For each item in turn, the questions on the following page should be addressed. After these questions have been used for each item on the list, the external team should have most of the material needed to evaluate the internal team's work, and the material required to make its own recommendations to the district.

CHECKLIST FOR ASSESSING INTERNAL REPORT ITEMS

I. Has this item been examined by:

(a) Internal Team Yes___ No___

(i) Was the examination adequate? Yes___ No___

(b) External Team Yes___ No___

If the item has not been examined, what comments are necessary concerning its exclusion?

If the examination was not adequate, what comments are necessary concerning the internal team's work?

If the external team has additional information concerning this item, what comments should be included in the external report?

II. Have recommendations been made concerning this item?

(a) By the internal team? Yes___ No___

(b) By the external team? Yes___ No___

If the internal team has made recommendations, does the external team agree with them?

What recommendations does the external team wish to make?

E. PRESENTING THE FINDINGS AND RECOMMENDATIONS

Findings of the external team are presented in two formats: (1) a short oral report at the conclusion of the on-site visit (2) a written report two weeks following the visit.

1. THE ORAL REPORT

The oral report is an opportunity for the external team to present its tentative impressions at the end of the visit. After three days of interviewing, the external team will not have discussed some of the issues sufficiently to announce an opinion about them. However, the team will likely have some general impressions to convey to the district.

The oral report is presented to the superintendent of schools. Normally, the oral report is also attended by the director of continuing education, members of the internal assessment team, and members of the Implementation Team.

If the superintendent of schools is unable to attend, the oral report is not presented. When plans for the external visit are made, the external team leader should ensure that the schedule permits the superintendent to attend the oral report.

The meeting is chaired by the external team leader. The leader may permit discussion of the team's report, or may suggest that no discussion will be held.

The external team leader should briefly explain the team's procedures during the visit, and should mention the general impressions of the team. More specific topics may then be reported by other members of the team. In addition to the team's first impressions, the report should address the team's reaction to the internal team recommendations. If serious problems exist in the district, the oral report should put the district on notice that a concern exists, but the team may want to leave the final and specific comments until further examination and discussion are possible. The report should be summarized by mentioning the major strengths of the unit, any soft spots identified, and any general areas of advice from the external team.

2. THE WRITTEN REPORT

Two copies of the written report should be sent directly to the superintendent of schools within two weeks of the on-site visit. One of those copies is for the director of continuing education. The external team leader should also send copies to each external team member, and to the Ministry of Education.

The report is the property of the school district, and its local distribution is to be decided by the superintendent.

Following receipt of the report, the school district Implementation Team should proceed with appropriate responses to the evaluation.

If the superintendent of schools, director of continuing education, or members of the internal team require clarification about any aspect of the external report, those questions should be addressed by letters or telephone calls between the superintendent and the external team leader. Ideally, all of the points will be clarified in one or two letters or calls so that the external team responsibilities can be concluded without undue delay. Questions raised within the district should be coordinated so that the superintendent can discuss them all at one time with the external team leader.

If the director of continuing education disagrees with aspects of the external report, the appropriate action is to write a letter to the superintendent, with a copy to the leader of the external team, to explain the concern.

V. IMPLEMENTING THE RECOMMENDATIONS

Benefits from the district's evaluation will be maximized if effective action is taken to implement the recommendations for change and improvement. A systematic procedure should be developed to ensure that the recommendations are dealt with. Ideally, a committee will be established to plan and organize for that task.

The principal task of this committee is to plan the blueprint for change and to ensure that the process for change is carried out.

A. DESIGNING AN ACTION PLAN

Selecting a committee should be one of the first tasks undertaken in the district. This committee may include members of the original assessment team, or it may consist of different people. To be most effective, committee members will have to know how decisions are made within the district, and what actions will be necessary to have the recommendations accepted. Knowledge about the recommendations themselves as well as the political process for decision-making will be important.

Size and nature of the committee should reflect the various groups which should be represented. Both the formal and informal structures of influence and authority should be considered. The goal of this committee is to have the recommendations accepted, and the committee should include those people who have the best chance of reaching that goal.

When the Implementation Team is first formed, the director of continuing education should orient them to the Ministry's evaluation process, and describe what has happened to that point in the process.

The first steps of the team are as follows:

(1) Attend the external team oral report
(2) Read the Internal Report
(2) Read the Director's Response to Internal Report
(3) Read the External Report

A list of recommendations should then be made, and each item should be discussed to assess the requirements related to any of the following issues:

(1) required changes of legislation or policy
(2) additional funding needed
(3) reallocation of resources
(4) readiness for change in the system
(5) costs and benefits of the change
(6) side effects of the change
(7) other factors

After the committee understands the implications and requirements for the suggested changes, a plan can be designed for achieving those recommendations which appear to be feasible. The committee may decide that some of the changes suggested in the evaluation reports are not feasible, or it may want to modify recommendations made in the reports. Where suggestions of the external team are rejected, explanations should be provided as part of the plan. The plan should include at least the following:

(1) list of recommendations to be achieved
(2) sequence of steps to be taken
(3) allocation of duties
(4) schedule of events

Each recommendation may need its own set of procedures. Some may need Ministry of Education approval, others may need school board approval, and many will likely be within the authority of the director of continuing education. When the committee knows what needs to be done for each change, it can allocate responsibilities and continue on with the chosen activities.

When the plan has been completed, the director of continuing education should submit it to the superintendent of schools. The superintendent should file a copy with the Ministry of Education, Continuing Education Division.

B. IMPLEMENTING THE PLAN

In most districts, the superintendent of schools will be closely involved in the plans for change. Some school boards may want to be closely involved with the whole plan, and others may want to examine only those issues which affect policy or finances. The specific set of approvals needed for the plan will have to be decided in each district.

As a general procedure, the committee should discuss all of the recommendations and prepare a plan for action before the school board is formally approached. If the recommendations are discussed by the school board before a detailed examination of them is made by the commmittee, final decisions may be made too early in the process. If final decisions are left until a detailed plan is organized the committee will have greater freedom to discuss alternative approaches for change.

C. ASSESSING PROGRESS

The Ministry of Education has a responsibility to monitor regularly proposed or implemented changes in adult education. The district's adult education division should keep the Ministry informed about its progress in the following ways:

1. To maintain the evaluation's momentum, the committee's plan should be filed with the Ministry no later than two months following the external report date.

2. A formal report on district changes should be made to the Ministry of Education by the director of continuing education no later than six months after the external report was received in the district.

From the Ministry's perspective, it is important that these deadlines be met as an indication of the district's sense of responsibility in fulfilling the commitments for the evaluation process. These reports, and the associated improvements in continuing education operations, help the Ministry justify its use of funds for district evaluations.

VI. EVALUATION FORMS AND DOCUMENTS

This section includes samples of evaluation forms and documents. Any district may use the forms without change, or modifications may be made, as the district chooses.

Some of the documents are intended for illustration only. They show samples from previous evaluation projects, and may be helpful as sources of ideas for other districts.

APPENDIX A

SAMPLE LETTER TO COMMUNITY GROUP

Dear ______:

Within each five-year period the district School Board Continuing Education Unit conducts a self-evaluation to help improve programs. We will be conducting this evaluation over the next few months.

Our first task is to identify any topics or areas which need to be examined. We have developed our own list of items to evaluate, such as our goals, procedures to select new courses, financial matters, personnel practices, and others. In addition, we would like to ask various groups in the community for help in listing areas where we might improve our performance.

Our evaluation group would be grateful if you would briefly list any concerns your agency has regarding school district continuing education activities in the community. Are there things you think we should be doing better, or differently, or more of, or less of? You may know about things we do not recognize ourselves, and that's why we are asking for your help.

We are asking many agencies in the community to comment on this question, and the answers will help us plan the evaluation. We will try to include the most important concerns of community groups in our self-evaluation, so that we can have a closer look at the problems.

This is just the first step in our project, but we feel it is an important step. If you can think of improvements we could make, please let us know.

Yours truly,

Director of Continuing Education

APPENDIX B

II SCHOOL DISTRICT #43 - COMMUNITY PROFILE

1.LOCATION

School District #43 is comprised of a broad stretch of prime land between Burrard Inlet and the Fraser River on the North and South respectively and the District of Maple Ridge on the East; and the city of New Westminister, and the municipality of Burnaby on the West. The School District includes the City of Port Moody, the City of Port Coquitlam, the District of Coquitlam, the Village of Belcarra and Electoral District B. The School District is accessed by networks of roads, and elevation varies from sea level to 800 feet, providing large pockets of excellent building land. Radio communication is extensive with eleven AM and FM stations and all TV channels are used on the VHF band. Transportation is generally excellent. District service includes the Greater Vancouver Transit System, Cascade Lines and Via Rail.

2.HISTORY

The word "Coquitlam" is derived from a Coast Salish Indian word, "Kwayquitlam", meaning "little red fish", and from early days it has contributed much to the colourful pioneer days' stories of 1860's to the real estate expansion period of the 1970's. The early days of the transcontinental trains, with Port Moody being the original terminus of the C.P.R. and river transportation provided growing periods of accessibility. Now, major roads and highways connect the residential as well as the commercial interests to the adjacent larger population centres. School District #43 has recently surged ahead in its attractiveness for residential development and has developed an attractive base for retail services and small manufacturing firms in addition to a number of large industrial and forest products firms.

3.DISTRICT GOVERNMENT

The Municipalities of Coquitlam, Port Moody and Port Coquitlam, are each governed by a mayor and six aldermen. The Village of Belcarra is governed by a mayor and four aldermen. The District is represented on the Greater Vancouver Regional District Board by the mayors. Education is the responsibility of one District Board duly elected on a rotation basis for two-year terms.

4.FEDERAL AND PROVINCIAL GOVERNMENT AGENCIES

Two Federal government representatives are elected as Members of Parliament for Mission-Port Moody and New Westminster-Coquitlam which include School District #43. Offices of the federal government include the Post Office, and a Canada Employment and Immigration Centre. The provincial level is represented by numerous branches of the government, including department of the Ministry of Human Resources, Corrections Branch, Ministry of Health, Ministry of Transportation and Highways and others. The juxtaposition to major division offices in Vancouver and Burnaby, for example, require many inquiries to be made other than within the School District.

5.LOCAL PUBLIC SERVICES

There are several major concentrations of services in the District: Port Moody city centre, Cariboo Shopping area, Coquitlam Centre, PoCo Place Mall and Port Coquitlam city centre. The public services such as supplied by the municipal governments are common to the whole district, including water, sewer and road services, power supply, telephone, natural gas and fire services. Three major libraries in the population centres of Coquitlam, and one in Port Coquitlam and one in Port Moody contribute to good access to print reference material and three health clinics operate throughout the area as well as three major offices serving the public in parks and recreation needs. There are approximately 85 School Board and Municipal playing fields in the district to accommodate minor baseball, soccer, football and grass hockey. Track facilities are available throughout School District #43 elementary and secondary schools. Police services are provided by the RCMP, and by Port Moody Police. School services are administred by a single District School Board with schools suitably located in each area warranted by local requirements. The Library services are integrated with the Burnaby and New Westminster Libraries for book exchanges, thereby extending the large number of volumes available to readers.

6.PROFESSIONAL SERVICES

Medical services are being met by over sixty professional medical offices, over sixty-five dentists and more than twenty-five lawyers and others. The main general hospital is located in New Westminster. A new hospital referred to as the Eagle Ridge Hospital and Health Care Centre for 250 beds, and a large mental health facility at Riverview are operational. Three municipal health units serve the local needs and ambulance services cover all areas of the District.

7.COMMUNITY SERVICES

At least 32 churches are located in the District representing all major denominations: Churches are scattered throughout the major residential areas: Coquitlam 16, Port Moody 5, Port Coquitlam 11. The District has a smaller than average number of churches per 1000 population than most municipalities in B.C. Clubs and associations are scattered throughout and offer a broad spectrum of relationships for cultural, hobby and recreational interests. The cable television services are broadly received. Approximately 95% of potential customers or over 45,000 cable subscribers are registered in School District #43 and adjacent Pitt Meadows and Maple Ridge.

8.POPULATION DESCRIPTIONS

It is estimated that the total population of the District exceeds 107,000.

TABLE 1.
POPULATION GROWTH, DISTRICT OF COQUITLAM

	1971	1976	1981	1984
Total	84,495	92,060	104,660	107,850
Adults*	45,815	59,930	68,440	-
Percentage*	54	65	65	-

*Adults: aged 15, not attending school full time
As percentage of total population.
Source: "Getting to know your community," Province of B.C., C.E. Division, 1981.

The provincial average annual increase is 2.5%. S.D. 43 can expect an increase of 9.4% in 1981-86 to 114,456, representing a 2.4% annual increase. However in the years 1984-1989 the population increase for those aged 25-49 will increase 17.2% in Coquitlam estimated by the B.C. Research publication "B.C. Population Projections, 1984-2006." The Coquitlam Chamber of Commerce reports the District to have 107,850 population in 1984.

TABLE 2.
POPULATION GROWTH, DISTRICT OF COQUITLAM BY AGE GROUPS

	1971	1976	1981
Aged 15-19	7,295.	9,575.	10,140.
*Percentage	8.6	10.4	9.7
Aged 20-24	5,630.	7,170.	9,625.
*Percentage	6.7	7.8	9.2
Aged 25-34	13,665.	15,745.	19,555.
*Percentage	16.2	17.1	18.7
Aged 35-49	16,050.	18,410.	21,830.
*Percentage	19.0	20.0	20.9
Aged 50-64	8,125.	10,040.	12,545.
*Percentage	9.6	10.9	12.0
Aged 65+	4,700.	5,175.	6,380.
*Percentage	5.6	5.6	6.1

*Percentages of Total Population
Source: 1981 Census Data

Although the table above shows relative consistency of change among categories, the group aged 25-34 has the greatest percentage change in 1981 from 1976. Figures bear out the fact that the population proportions have changed minimially but the increase in older ages seems consistent.

TABLE 3.
COMPARISON OF PARTICIPATION RATES FOR ADULT EDUCATION BETWEEN 1979-80 AND 1982-83 FOR DOUGLAS COLLEGE REGION AND ACTIVE SCHOOL DISTRICTS.

	%Participation (1979-80)	%Participation (1982-83)
Provincial Total	18	21
Douglas Region	22	21
New Westminster	25	24
Burnaby	19	13
Maple Ridge	14	9
Coquitlam	19	20

Source: C.E. Branch of Ministry of Education

It is evident from these figures that Coquitlam District is reasonably involved in terms of the percentage of the total population participating in adult education activities.

TABLE 4.
COMPARISON OF HIGHLY EDUCATED ADULTS (1) AS A PERCENTAGE OF THE TOTAL POPULATION

	1971	1976	1981
Provincial	302,980.	604,210.	777,450.
Percentage(2)	22.9	35.4	40.8
Coquitlam	10,385.	21,765.	30,355.
Percentage(2)	22.7	36.3	44.4

(1) Adults age 15+ who are not attending school full time (1979 and 1981 figures include those who have more than Elementary plus Secondary Schooling whereas the 1976 figures includes those with Grade 13 or more).

(2) Percentage of the population not attending school full time.

Source: C.E. Division, Ministry of Education, 1984

The percentage of highly educated adults in the province has risen dramatically, from 22.9% of the population in 1971 to 40.8% of the population in 1981. With a Grade XII education becoming a necessary requirement for further training, the present level is likely to increase in years to come, although not as quickly as over the past 10 years. (C.E. Division, Ministry of Education, 1984)

TABLE 5.

COMPARISON OF UNDER-EDUCATION ADULTS (1) AS A PERCENTAGE OF THE TOTAL POPULATION

	1971	1976	1981
Provincial	163,210.	326,415.	274,690.
Percentage(2)	12.3	19.1	14.4
Coquitlam	3,900.	7,970.	5,795.
Percentage(2)	8.5	13.3	8.5

(1) Adults, age 15+ who are not attending school full time. (1971 figures include those with Grade 7 of less, whereas the 1976 and 1981 figures include those with Grade 8 or less.)

(2) Percentage of the population not attending school full time.

The percentage of under-educated adults has decreased since 1976-1981 in the province. It is noteworthy that the percentage of the Coquitlam population with low grade-school education is significantly lower than the provincial average.

Source: C.E. Division, Ministry of Education

TABLE 6.
COQUITLAM DISTRICT 1981 CENSUS DATA, POPULATION SEX AND AGE GROUP

CHARACTERISTICS		Coq. D.M.		Pt.Coq		Pt.Moody		Total	
Years		no.	%	no.	%	no.	%	no.	%
Male	0-4	2090	6.8	1240	8.9	665	8.9	3995	7.7
	5-9	2055	6.7	1320	9.5	635	8.5	4010	7.7
	10-14	2570	8.4	1355	9.8	700	9.5	4625	8.9
	15-19	3080	10.1	1380	9.9	725	9.7	5185	10.0
	20-24	3080	10.1	1010	7.3	690	9.2	4780	9.2
	25-34	5295	17.32	2610	18.8	1470	19.6	9375	18.1
	35-44	4425	14.5	2265	16.3	1115	14.9	7805	15.0
	45-54	3755	12.3	1330	9.6	780	10.4	5865	11.3
	55-64	2345	7.7	755	5.4	440	5.9	3540	6.8
	65-69	730	2.4	230	1.7	120	1.6	1080	2.1
	70 & over	1130	3.7	390	2.8	135	1.8	1655	3.2
Sub Total		30555	100.0	13885	100.0	7475	100.0	51915	100.0
Female	0-4	1890	6.2	1140	8.4	590	7.9	3620	7.0
	5-9	1930	6.3	1210	8.9	635	8.5	3775	7.3
	10-14	2440	8.0	1290	9.5	610	8.2	4340	8.4
	15-19	2975	9.8	1215	8.8	655	8.8	4845	9.4
	20-24	3090	10.2	1010	7.3	655	8.8	4755	9.2
	25-34	5385	17.6	2915	21.4	1660	22.3	9960	19.3
	35-44	4530	14.8	2125	15.5	1135	15.3	7790	15.2
	45-54	3425	11.2	1145	8.4	695	9.3	5265	10.2
	55-64	2390	7.8	825	6.2	470	6.3	3685	7.1
	65-69	800	2.6	285	2.1	145	2.0	1230	2.4
	70 & over	1670	5.5	485	3.5	185	2.6	2340	4.5
Sub Total		30525	100.0	13645	100.0	7435	100.0	51605	100.0
Male & Female		61080	59.0	27530	26.6	14910	14.4	103520	100.0

(Village of Belcarra and Electoral Area B have limited data for this purpose).

50.2% of the Coquitlam population in 1981 were males. The percentage of males and females has remained very consistant in the last 10 years, dropping only .3 from 50.5% males in 1971.

TABLE 7
COQUITLAM DISTRICT
1981 CENSUS DATA, MOTHER TONGUE

	Coquitlam D.M.	Pt Coquitlam	Pt Moody	Total	%
English	50535	23800	13145	87480	85
French	2295	430	230	2955	3
Other *	8260	3300	1535	13095	12
Total	61090	27530	14910	103530	100

* German, Native, Italian, Dutch, Polish, Ukranian, Other

The figures in Table 7 are indicative of small numbers, but nevertheless, important ethnic heritages in the District. A slightly higher concentration of French families is shown in Coquitlam District Municipality as is a greater proportion of other family "tongues" in Port Coquitlam.

TABLE 8
COQUITLAM DISTRICT
1981 CENSUS DATA AVERAGE HOUSEHOLD INCOME

User Area	Households	Aggregate Income	Average Income
Coquitlam	20395	629358000	30858
P. Coquitlam	8510	251316000	29532
P. Moody	4995	151780000	30386
Total	33900	1032454000	30456

Household income averages according to the 1981 Census data show remarkable similarity. However, new figures, although not available, would likely favour the District of Coquitlam as a part of the School District which has improved its average income most since 1981. New subdivisions and establishment of large commuter traffic patterns would seem to bear out this estimate.

TABLE 9.
COQUITLAM DISTRICT
1981 PRELIMARY CENSUS FROM TAXATION RETURNS

Income class	1981	Percent of Total
Under $1000	2044	5.97
$1000-2500	1425	4.16
$2500-5000	2878	8.41
$5000-7500	2924	8.54
$7500-10,000	2563	7.49
$10,000-12,500	2592	7.57
$12,500-15,000	2537	7.42
$15,000-20,000	4818	14.08
$20,000-25,000	3787	11.07
$25,000-30,000	3099	9.06
$30,000 plus	5554	16.23
Total returns	34221	100.00
Average income $17,769		

From a preliminary table in the 1981 census representing 34,221 people, 64 percent of the population of Coquitlam were earning up to $20,000, whereas the average provincial income for that group in 1981 was $17,769. (See table 9).

TABLE 10.
COQUITLAM DISTRICT
1976 CENSUS, LEVEL OF SCHOOLING

	Census	Percent
Population, 15 yrs & older	40935	100
Less than grade 5	780	2
Grades 5-8	4625	11
Grades 9-10	7940	19
Grades 11-13	13985	34
Post secondary Non-University	6480	16
University only	4655	12
University & Post Secondary Non-University	2470	6

Level of schooling refers to the highest grade or year completed by the person. Those currently enrolled reported their present grade or year. (Latest available figures).Thirteen percent of the population of Coquitlam District has a grade 8 or less education, representing a lower figure than the provincial mean. At least 33 percent of the population completed some post secondary institution. This is a higher figure than the provincial mean, probably because of a proximity to a university and a slightly higher than average income for the province. (See table 10).

10. INDUSTRIAL - ECONOMIC BASE

The economic base of School District #43 is varied. Railway operations in the 468 acre Port Coquitlam yard represent 1000 employees and an annual payroll of approximately $20 million. The yard serves as the major Vancouver area facility for maintenance and cleaning of equipment, as well as sorting and marshalling rail cars using some seventy miles of track. Related Rail Intermodal services and CP Express and Transport services have a work force of over 400 terminal personnel, linehaul and local drivers and maintenance employees.

About 250 people are employed at the Imperial Oil plant on a 350 acre site that has been in production since 1915. Products include petroleums, aviation, heating and diesel fuels, asphalts and some chemical products.Esco is one of Canada's leading producers of specialty alloy steel castings serving markets throughout the world employing over 300 people. Reichhold Ltd. is another example of an industrial firm, employing some 90 people in the manufacture of synthetic resins and chemicals for the paint, forest and reinforced plastic industries. Other major employers in the area include Fraser Mills (Crown Zellerbach), Flavelle Cedar, Jack Cewe Ltd. (Paving and construction), Harnischpfeger Ltd. (Industrial Cranes), plus a number of medium sized industrial and commercial enterprises located in Mayfair Industrial Park. Additionally, many small business ventures have been established with local ownership and local employees.

TABLE 11.
EMPLOYMENT INDUSTRY TYPE
1981
GVRD DEVELOPMENT SERVICES

Area	Coquitlam	Pt. Coquitlam	Pt. Moody	Total
Agriculture	75	95	0	170
Forestry	56	31	20	107
Mining	47	5	10	62
Manufacturing	1581	1681	1431	4693
Construction	1268	542	412	2222
Transportation	1326	1370	155	2851
Trade	3970	1487	725	6182
Finance	1026	389	190	1605
Service	6542	2468	996	10006
Government	1024	461	150	1635
Totals	16915	8529	4089	29533

The employment force of School District #43 represented 29,533 people in 1981 census data as contributed by the G.V.R.D. is highly concentrated in "service" and "trade" categories. Finance, manufacturing, construction, government, product-fabrication and construction groups share the next largest concentrations of the labour force in industry classifications.

TABLE 12.
LABOUR FORCE BY INDUSTRY TYPE
1981 CENSUS DATA
GVRD DEVELOPMENT SERVICES

Area	Coquitlam	Pt Coquitlam	Pt. Moody	Total
Agriculture	70	45	10	125
Forestry	190	60	50	300
Fishing	65	0	25	90
Mining	165	20	30	215
Manufacturing	5060	2385	1185	8630
Construction	2590	900	515	4005
Transportation	3440	1655	835	5930
Trade	6980	2735	1720	11435
Finance	2240	815	560	3615
Service	9260	3985	2220	15465
Government	1660	935	525	3120
Totals	31730	13545	7685	52930

The Labour Force figures by Industry type (See Table 12) also show the high numbers in service and trade jobs followed by manufacturing transportation and finance jobs for School District #43.

TABLE 13.
EMPLOYMENT BY OCCUPATION
1981
GVRD DEVELOPMENT SERVICES

Area	Coquitlam	Pt Coquitlam	Pt. Moody	Total
Management	1346	615	375	2336
Science & Engineering	264	141	210	615
Social Sciences	241	96	75	412
Religion	50	0	5	55
Teaching	965	526	220	1711
Health	1801	457	60	2318
Art & Literature	142	70	50	262
Clerical	2810	1376	575	4761
Sales	2245	806	376	3427
Service	2782	952	406	4140
Farming	116	120	15	251
Fishing	0	0	0	0
Forestry	31	26	10	67
Mining	15	0	25	40
Processing	345	350	365	1060
Machinery	235	360	215	810
Product Fabrication	891	947	376	2214
Construction	1220	586	379	2185
Transportation	782	763	65	1610
Materials Handling	326	126	166	618
Other	150	85	85	320
Not Classified elsewhere	172	141	61	374
Totals	16929	8543	4114	29586

TABLE 14.
LABOUR FORCE BY OCCUPATION
1981 CENSUS DATA
GVRD DEVELOPMENT SERVICES

Areas	Coquitlam	Pt. Coquitlam	Pt. Moody	Total
Management	3075	1290	950	5315
Science & Engineering	1165	500	280	1945
Social Sciences	420	140	90	650
Religion	30	20	15	65
Teaching	1400	460	275	2135
Health	1675	780	315	2770
Art & Literature	310	145	60	515
Clerical	7430	2515	1790	11735
Sales	3445	1440	970	5885
Service	3145	1775	735	5655
Farming	195	100	35	330
Fishing	25	0	25	50
Forestry	90	45	15	150
Mining	60	15	0	75
Processing	1085	475	205	1765
Machinery	695	310	170	1175
Product Fabrication	2225	990	495	3710
Construction	2375	1080	565	4020
Transportation	1215	715	310	2240
Materials Handling	1005	365	210	1580
Other	345	245	100	690
Not classified elsewhere	325	155	60	540
Totals	31725	13560	7670	52955

Actual employment and labour force statistics by Occupation indicate that employment and labour force in Coquitlam do not show great correlation in major Categories. For example, 44% of the management group are locally employed of the total labour force category of 5315. Whereas, 41% of the clerical group is employed locally, and for example, 58% of the sales group and 73% of the service group appear to be employed locally.

11. RECREATIONAL AND CULTURAL ACTIVITIES

All three population centres within the School District share a wealth of cultural and family-oriented programs made possible by the dedication of hundreds of volunteers. The District is attractive for the outdoor enthusiast all year round with every conceivable recreation opportunity. Large developed parks of every description provide for the recreational interests of young and old. For those who prefer organized recreation, the Parks and Recreation centres of each community publish a schedule of offerings.

Access to recreational centres and several school facilities amply provides cultural activities for the residents of the School District. Performing Arts and Crafts are somewhat subordinated because of the Metropolitan proximity, but no shortage of opportunity appears to exist for those who would aspire in these fields. It is noted that the large Recreation Centres in the area offer activity courses and programs normally offerred by Continuing Education in other School Districts.

12. CLIMATE

The weather is influenced by the Pacific Northwest Marine Climate and proximity of the coast mountains. There are very few recorded days of snow-clogged roads in a normal year. Precipitation is heavy by some standards, but the population is never hindered from mobility by bus or car to or from local events. It is a moderate climate and fosters reasonably good use of outdoor facilities and parks.

13. CONCLUSION

The above profile of School District #43 highlights minimal information about a large community of people living in a most favourable lower mainland region in B.C. It contains a very broad cross section of people with a large number of ethnic backgrounds (See Table 7), with employment skills of almost every kind (See Table 12 and 14), with incomes which are typical for a community adjacent to a large urban area, and with population characteristics of age, gender and family size which are reasonably representative of other communities adjacent to Vancouver.

Provincial rates of participation in registered adult education programs are within one percentage point of School District #43's participation (See table 3). There appears to be a small increase between 1971 and 1981 of those people who are 'more highly educated'. (See table 4). The percentage of undereducated adults has dropped since 1971 to 8.5% when the provincial norm is 14.4% (See table 5). The population by age categories shows that the distribution of males and females is very evenly divided in the three major municipalities of the School District (See table 6). English as a mother tongue is spoken by 85% of the population, French by 3% and other languages by 12%. (See table 7).

The Community is broadly representative in nearly all census data categories of age, income, descriptions of its labour force and variety of employment classifications. (See table 2,6,9,11-14). The size of the District and varied population characteristics appear to strengthen the need for a broad response of learning opportunities that should be generated by a public service adult education program.

APPENDIX C

OBJECTIVES AND OPERATING PRINCIPLES OF NORTH SHORE CONTINUING EDUCATION

BASIC PREMISES AND MISSION STATEMENT

Basic Premises

School District #44 (North Vancouver) has chosen to establish and maintain a continuing education department. By this choice, trustees and administrators have declared their commitment to the premise that learning is a life-long process. Further, by choosing to place school facilities at the disposal of adult learners, the district has acknowledged that at least some forms of continuous learning occur best in a public setting

Tacit agreement with these premises has been expressed by trustees and administrators of School District #45 (West Vancouver), who cooperate in making continuing education programs available.

Mission Statement

North Shore Continuning Education dedicates itself to providing quality programs of instruction for citizens of North and West Vancouver. Such programs will be developed and delivered in a manner consistent with the ever-changing needs and capacities of individual North Shore citizens and the community at large.

OBJECTIVES

Process Objectives

In order to achieve its mission, the Continuing Education Department must engage in the following processes:

1. Assess the needs and wants of individuals and the community.
2. Translate these needs and wants into appropriate program objectives.
3. Identify content, teaching/learning strategies and resources that will facilitate the achievement of the chosen objectives.
4. Develop, market and deliver quality programs of instruction.
5. Evaluate and improve the attainment of program objectives, emphasizing the quality of instruction and the accomplishments of individual students.

Content Objectives

Nearly thirty years of experience have shown that the needs and wants of individuals and communities on the North Shore are best met by offering courses in the following content areas:

1. Basic Literacy

   programs designed to provide adults with skills in learning, reading, writing, spelling, listening, speaking, and computation, to the grade 10 level, together with the coping and interpersonal skills that will assist adults to deal adequately with real life situations.

2. Academic Upgrading

   programs designed to provide the prerequisite skills and certification required by adults to achieve their personal or career goals (e.g. adult secondary school completion, G.E.D., college or university entrance, or simply a fuller educational background).

3. English Language Training

programs designed to provide non-English speaking adults with sufficient skills in English language, citizenship and cultural comprehension to participate effectively as citizens, workers, parents, and learners.

4. Vocational Training, Retraining and Upgrading

programs designed to facilitate adult entry or re-entry into the labour force, to upgrade skills needed in their present places of work, or to embark on a career change.

5. Community Education

individuals or groups are assisted to identify, assess, and meet their learning needs in order to improve the quality of community life. Community education programs contribute to the resolution of such issues as mental illness, pollution, metrication, parent education, and nutrition.

6. General Interest

programs of personal development through which adults explore, extend and share knowledge and skills in a setting that also provides for social interaction and the more effective use of leisure time.

OPERATING PRINCIPLES

The Continuing Education Department is committed to the following operating principles:

Co-operation

Every effort is made to co-operate fully with

1) Trustees and administrators of S.D.#44 (North Vancouver) and S.D.#45 (West Vancouver)
2) Elementary and secondary schools in S.D.#44 (North Vancouver) and S.D.#45 (West Vancouver)
3) Capilano College, North Vancouver Recreation Commission, West Vancouver Recreation Commission and other agencies which offer educational programs to adults on the North Shore. Even in instances where there is an element of competition, a mutually supportive relationship is sought.
4) North Shore Family Services and approximately twenty other agencies with whom co-sponsorship agreements are in effect.
5) The Ministry of Education and other provincial and federal agencies.
6) Continuing education departments and professional associations throughout British Columbia and beyond.

Broad Mandate

The mandate of this Department is perceived very broadly. The following groups are encouraged to use our services:

1) Adult learners from North and West Vancouver and beyond.
2) Children and youth to whom programs can be made available outside of school hours.

3) Employees of private and public sector companies and agencies who purchase training programs for their staffs.
4) Underprivileged or otherwise handicapped persons who can benefit from our community education programs, these programs being both preventative and remedial in nature.
5) International students who can obtain the necessary clearances from Canada Immigration and who can afford to attend our programs with no subsidy whatever from either local or provincial sources.

Cost-effectiveness

1) Wherever possible, courses operated by North Shore Continuing Education will generate revenues at least equal to the costs of conducting the course. Revenues are derived from:
   - Tuition fees paid by students, their employers or other agencies.
   - Grants paid to S.D.#44 by the Ministry of Education or other agencies.
2) In recognition of our role as a community service agency, we seek to avoid denying educational access to persons in financial need.
3) Consistent with Policy 6300 (Revised 84 05 09, attached), "the financial contribution of the School District is expected to be kept to a minimum". The district's contribution is primarily in the form of facilities and services.
4) Salaries and other expenditures are controlled through spending policies that are parsimonious yet reasonable.
5) Where appropriate, needs are met through the active involvement of community volunteers.

Aggressive Marketing

It is recognized that North Shore Continuing Education must be operated according to sound business principles. The key to success and survival is aggressive marketing. To this end, we employ a variety of strategies that are designed to "sell" our products to individuals, companies and other agencies.

Quality

Underlying our basic philosophy, our goals and objectives, and our operating principles is the conviction that our clients deserve and will support quality programs. Quality must manifest itself in each of the processes outlined on page one, especially in the recruitment, selection, supervision and professional development of instructional staff.

The province of British Columbia, no less than the rest of the world, is undergoing a social and economic transformation of major proportions. The move toward an information society is bound to have a strong impact on residents of the North Shore. Among the needs generated by this move will be:

- the need to engage in lifelong learning;
- the need to prepare for and adapt to career changes;
- the need to cope with long-term unemployment or under-employment;
- the need to adopt a more internationalist attitude toward business opportunities, sharing of resources, openness to immigration and emmigration (especially in relation to neighbours on the Pacific Rim);
- the need to use leisure time effectively, profitably, and satisfyingly;

The Continuing Education Department of North and West Vancouver school districts is in an ideal position to assist citizens of the North Shore in meeting these needs. Our role becomes even more important as higher and higher proportions of our population move into the older age groups.

In order to be of most assistance, we need to draw even greater support from the school districts, from the business community, and from other agencies. Cooperation and consensus building must be even further enhanced. Commitments to serving the common welfare of individuals and society must be strengthened.

In particular, it is necessary that governing bodies at the local, provincial and federal levels help us to define the role of school district continuing education operations within a broader strategy for determining Canada's place in the new international economic order.

In the meantime, the Director and staff of North Shore Continuing Education will continue to monitor the changing needs of our society and do everyting possible to help our fellow citizens meet these needs.

APPENDIX D

Province of
British Columbia
Ministry of
Education

Ministry Policy Circular

83.03.30

POST-SECONDARY DEPARTMENT - POLICIES AND PROCEDURES
effective March, 1980

DISTRIBUTION: General

MINISTERIAL POLICY ON THE PROVISION OF CONTINUING EDUCATION IN THE PUBLIC EDUCATIONAL SYSTEM OF BRITISH COLUMBIA

Introduction

Provincial legislation encourages and gives a mandate to public educational institutions in British Columbia to provide a wide range of continuing education programmes for adults. The mandate is expressed in three Acts. The provision of continuing education is mandatory under the Universities Act and the Colleges and Provincial Institutes Act and it is permissive under the Public Schools Act.

Under the Universities Act, a "Director of Continuing Education" is included on university Senate. Universities shall "provide a programme of continuing education in all academic and cultural fields throughout the Province." Senates have the power, subject to the approval of the Universities Council, to provide for courses of study in any place in the Province and to encourage and develop extension and correspondence programmes."

The Colleges and Provincial Institutes Act defines continuing education as including "education or training offered by an institution to adult persons on a part-time or short-term basis." The Minister is required to "coordinate continuing education programmes," and colleges are required to "provide comprehensive continuing education."

Four sections of the Public Schools Act enable school boards to provide educational programmes for adults. Section 163 permits classes to be established for adults and Section 165 provides for provincial funding. Section 189 provides for the amdinistration of grants in accordance with regulations, while Section 242 enables the establishment of trust funds for those programmes.

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The Ministry, while recognizing that extensive and valuable continuing education programming is carried out by the voluntary sector, industry, and other government agencies, limits this statement to the Ministry's area of legal responsibility in the public education system.

Policy

Continuing Education, as provided under legislation, encompasses, primarily for the part-time and/or short-term learner:

(a) preparation for learning (e.g. basic literacy, life skills, English as a second language, adult special education, high school completion, college preparation and remedial programmes),

(b) occupation preparation and upgrading (e.g. academic, technical, vocational, business and professional education), and,

(c) community and general interest education (e.g. programmes and activities directed towards social, cultural and personal development).

The diverse, complex and pervasive nature of continuing education in the public educational institutions of British Columbia, coupled with an extensive financial commitment by the provincial government, requires that there be a centre of responsibilitiy for continuing education within the Ministry of Education which relates to both the Schools Department and the Post-Secondary Department. This is provided by the Division of Continuing Education which engages in the following principal functions: policy development and leadership, coordination and liaison, provincial needs identification, programme planning and development, financial allocation in selected programme areas, and system-wide monitoring.

A Ministry Advisory Committee on Adult and Continuing Education will advise the Deputy Minister's office on matters of policy, programme priorities, levels of support, and administration of continuing education. This committee, comprised of members from the universities, provincial institutes, colleges, school boards and communities will provide technical expertise and advice aimed at developing an efficient and effective province-wide system of continuing education.

The responsibility for delivery of continuing education programmes and activities shall rest with individual institutions. It is essential that each be autonomous with regard to delivery methods and so retain the ability to meet the unique needs of its constituents under the direction of its Board. In the interest of institutional accountability, and the effective use of public resources, provincial guidelines will be developed which shall define institutional roles and provide for appropriate inter-institutional consultation and planning.

.../3

The Ministry shall provide administrative support and the financial allocation (through the appropriate funding mechanisms), in such a manner as to ensure equitable levels of support for all students, as appropriate to their programme of instruction. It will monitor the equity of such allocations and ensure fiscal accountability. There shall be a differential level of provincial financial support dependent upon such factors as the nature of the clientele served and the programme offered. Those programmes which meet basic educational needs, or are primarily of community benefit will be supported by the Province so that programmes may be offered on a tuition-free or low-fee basis. Those programmes primarily of personal benefit will require tuition fees which make a significant contribution to the direct costs of instruction. As well, those shcool boards involved in continuing education have the opportunity of using local taxation revenue to provide additional funds to strengthen their programming. More specific issues regarding level and source of financial support will be discussed in subsequent programme policy draft papers.

March 3, 1980

Province of
British Columbia
Ministry of
Education

Ministry
Policy Circular

83.03.30

POST-SECONDARY DEPARTMENT - POLICIES AND PROCEDURES
effective May, 1980

DISTRIBUTION: General

A MINISTERIAL POLICY ON THE PROVISION OF COMMUNITY EDUCATION AND GENERAL INTEREST EDUCATION PROGRAMS IN THE PUBLIC EDUCATIONAL SYSTEM OF BRITISH COLUMBIA

Introduction

In 1978/79, colleges had some 5,000 registrations in programs designated community education and 82,000 in general interest education courses while the corresponding enrolments in school board programs were over 10,000 and 94,000. Community schools, universities, and provincial institutes also provide community education and general interest education programs, but no precise data on enrolments were available.

Community education and general interest education programs comprise a significant portion of continuing education enrolments in British Columbia. This statement is intended to provide a firm foundation of policy support at the provincial level for both types of programs. This document is confined to programs offered by the public educational system although it is recognized that similar programs are provided by several agencies in some communities. It is also recognized that the Universities Council of British Columbia is responsible for allocation of funds to universities for these program areas.

Definitions

It is the announced policy of the Ministry of Education to facilitate the provision of community education and general interest education programs. These programs comprise a cluster of activities which are directed toward social, cultural and personal development.

General interest education programs pertain to applied personal skills and effective use of leisure time for personal development. They seek to develop the individual's capacity to make effective use of leisure time and to create opportunities for adults to explore new interests and develop new skills.

.../2

Community education comprises processes and programs by which individuals or groups are assisted to identify, assess, and meet their learning needs in order to improve the quality of community life. Community education programs contribute to the resolution of such issues as mental illness, pollution, metrication, parent education, and nutrition.

Policy

The Ministry currently recognizes and will continue to recognize a distinction between community education and general interest education. There shall be a differential level of provincial financial support dependent upon such factors as the nature of the clientele served and the program offered. Those programs which are primarily of community benefit will be supported by provincial grants to institutions and school districts so that programs may be offered on a tuition-free or low-fee basis. Those programs primarily of personal benefit will require tuition fees which make a significant contribution to the direct costs of instruction.

Although the benefits of general interest education programs accrue primarily to individuals, such programs may also contribute to the quality of life and the stability and satisfaction of the work force. The Ministry is also aware that in some rural or isolated communities there are few, if any, alternative providers of general interest education programs.

Therefore,

1. **The Ministry will provide financial support, within limits established by Treasury Board, for approved administrative costs of general interest education programs but requires that tuition fees make a significant contribution to the direct costs of instruction of such programs offered by school boards, colleges, and institutes.**

2. **The Ministry will provide significant financial support, within limits established by Treasury Board, for the direct instructional costs of general interest education programs in communities where there are few alternatives or where such programs are part of a planned process to encourage participation by geographically, economically, or socially disadvantaged adults.**

The benefits of community education accrue primarily to society in terms of creating a more satisfied and stable work force, ameliorating social problems, improving community life, and fostering social and economic development. Given the importance of community education in the social and economic life of communities in British Columbia, the Ministry intends to take a number of steps to extend and enhance the efforts of institutions in this program area. Within financial limits established by Treasury Board,

1. **The Ministry will foster coordination among public educational institutions in providing community education.**

.../3

2. The Ministry will provide funding on an equitable basis for community education programs offered by authorized public education institutions.

3. The Ministry will provide financial support on an equitable basis for community education coordinators employed by authorized institutions.

4. The Ministry will provide funding for approved continuing education special projects aimed at identifying needs and developing community education programs.

5. The Ministry will assist authorized institutions in providing in-service training for their community education staff members.

May 1980

Province of British Columbia
Ministry of Education

Ministry Policy Circular

83.03.30

POST-SECONDARY DEPARTMENT - POLICIES AND PROCEDURES
effective 82.03.22

DISTRIBUTION: General

A MINISTERIAL POLICY ON THE PROVISION OF ADULT BASIC EDUCATION PROGRAMS INCLUDING ENGLISH LANGUAGE TRAINING IN THE PUBLIC EDUCATION SYSTEM OF BRITISH COLUMBIA

Policy

The Ministry of Education recognizes that it has a responsibility to foster learning opportunities for adults in British Columbia who have not had the opportunity to develop some or all of those skills required to function successfully in Canadian society. It is the policy of the Ministry to provide, to adult citizens and landed immigrants residing in the province, reasonable access to high quality adult basic education programs.

Ministry Responsibilities

To assist the educational institutions in discharging their responsibilities the Ministry will:

1. Coordinate programs on a province-wide basis.
2. Develop curriculum resources and a Provincial Resource Centre
3. Encourage and support the development and evaluation of innovative programs and methods of delivery to meet identified local needs.
4. Facilitate program evaluation and needs assessment by developing and maintaining such data and records as are required.
5. Coordinate province-wide provision of the General Educational Development examination.

.../2

And subject to the Legislature approving funds:

6. Provide equitable financial support for programs throughout the province, recognizing geographic, demographic, and socio-economic factors.

7. Provide funding for support services such as libraries, counselling, administration, and assessment of learning disabilities.

8. Provide funding to assist institutions with professional development.

Participation in adult basic education programs frequently has been precluded by social and economic barriers. In an attempt to overcome such barriers and to enhance access to adult basic education, the Ministry will:

1. Provide financial assistance programs for those part-time and full-time adult basic education students who require such assistance.

2. Cooperate with appropriate federal and provincial agencies in developing a coordinated system of income support to eliminate financial barriers to adult basic education.

3. Cooperate with the Ministry of Human Resources in facilitating the provision of child care services for students who require such services.

4. Encourage cooperation with and among appropriate federal, provincial and local agencies and institutions which have a role in the provision of adult basic education (e.g. Canada Employment and Immigration Commission, Libraries, Corrections, Community Vocational Rehabilitation Services).

Institutional Responsibilities

All regions of British Columbia have significant proportions of the population that require or would benefit from adult basic education programs. The responsibility for the development, administration and delivery of adult basic education programs rests with the colleges, the institutes and the public schools. To ensure that a wide range of adult basic education programs and services are available to local communities, institutions are responsible for developing a cooperative, coordinated approach. The Ministry of Education shall provide administrative support and financial allocation, subject to the Legislature approving funds, to ensure that institutions have the capacity to fulfill the responsibilities outlined in the statement.

.../3

Definitions

The Ministry of Education will facilitate the provision of programs commonly referred to under the umbrella term 'adult basic education'. The definition of "basic education" for youth, schooling up to grade 12 level, is accepted as "basic education" for adults.

Adult basic education programs are grouped, for purposes of this statement, into four categories based on their educational goals.

1. **Basic Literacy:**

   programs designed to provide adults with skills in learning, reading, writing, spelling, listening, speaking, and computation, to the grade 8 level, together with the coping and interpersonal skills that will assist adults to deal adequately with real life situations.

2. **Academic Upgrading:**

   programs designed to provide the prerequisite skills and certification required by adults to achieve their personal or career goals (e.g. adult secondary school completion, College Preparation or Foundations).

3. **Pre-Vocational:**

   programs designed to facilitate adult entry or re-entry into the labour force or vocational training (e.g. Basic Employment Skills Training, Basic Training for Skills Development, Employment Orientation for Women).

4. **English Language Training:**

   programs designed to provide non-English speaking adults with sufficient skills in English language, citizenship and cultural comprehension to participate effectively as citizens, workers, parents, and learners.

A high school completion certificate may be obtained upon successful completion of a program approved by a superintendent of schools and delivered through a local school district, a college, the Correspondence Branch or the Open Learning Institute. The only grade 12 equivalency program for which the Ministry issues a certificate is the General Educational Development (G.E.D.).

APPENDIX E

INSTRUCTIONAL STAFF QUESTIONNAIRE

Our continuing education division is conducting an evaluation to assess its total range of operations. We need information from this questionnaire to complete a description of the staff and to identify staff concerns. Please take a few minutes to fill it in. All responses will be anonymous. Do not sign your name. Thank you for your help.

1. Are you: _____Male _____Female
2. What is your age category?
   _____20-24 _____25-29 _____30-34 _____35-39 _____40-44
   _____45-49 _____50-54 _____55-59 _____60-64 _____65+
3. What is your highest level of schooling completed?
   _____Less than Grade 12 _____Grade 12
   _____Trade Certificate or Diploma _____College Certificate
   _____University (no degree) _____University Degree
   _____University Graduate Courses _____Other (Explain) __________________
4. What formal education have you taken which trained you to be a teacher?
   _____Teaching Certificate _____One or More Courses in Education
   _____Seminars or Workshops _____No Formal Training
   _____Other (Explain) ____________________________
5. For how many years have you been teaching adults? _____
6. For how many years have you been teaching for this C.E. Division? _____
7. What is your level of expertise in the subjects you teach? (Select one subject only if you teach more than one)
   _____Basic _____Moderate _____ Very Strong
8. For how many hours per week do you teach in this Division? _____
9. Which types of courses do you teach for this Division?
   _____ABE _____Vocational _____General Interest _____ESL
   _____Other (Explain) ____________________
10. Are you satisfied with your course location or facilities?
    _____Yes _____No (Explain)

11. Are you satisfied with your terms of employment?
    _____Yes _____No (Explain)

12. Are you satisfied with advertising and registration methods for your course? _____Yes _____No (Explain)

13. Are support services adequate for your course? (xeroxing, supplies, etc.)
    _____Yes _____No (Explain)

14. Do you have adequate chances to discuss any concerns with your direct Supervisors in the Division? _____Yes _____No (Explain)

15. Do you have adequate opportunity to attend professional development activities which relate to your teaching work in the Division?
    _____Yes _____No (Explain)

16. Please explain any other job-related concerns or problems which you would like the Division's self-assessment group to know about.

STUDENT QUESTIONNAIRE

Our Continuing Education Division is conducting an evaluation to assess its total range of operations. We need the information from this questionnaire to find out which groups in the community are attending our courses. We also want to identify any problems or complaints you have concerning our courses. Please take a few minutes to answer the form. All responses will be kept anonymous. Do not sign your name. Thank you for your help.

1. Are you: _____Male? _____Female?

2. What is your age group?
___15-19 ___20-24 ___25-29 ___30-34 ___35-39 ___40-44
___45-49 ___50-54 ___55-59 ___60-64 ___65+

3. What is the highest level of schooling you completed?
___Less than grade 9 ___Less than grade 12 ___Grade 12
___Trade Diploma or Certificate ___College Certificate
___University Courses ___University Degree

4. What is the total income of your household per year?
___less than $10,000 ___$10,000-$20,000 ___$20,001-30,000
___$30,001-$40,000 ___$40,001-$50,000 ___$50,000+

5. How many years have you lived in Canada? ____Years

6. What language do you usually speak at home? ___English ___French ___Other

7. How many miles do you live from this class location? ___Miles

8. How many of our courses have you attended in the past 2 years? ____

9. Are you satisfied with your classroom? ___Yes ___No (Explain)

10. Are you satisfied with your course? ___Yes ___No (Explain)

11. Are you satisfied with your instructor? ___Yes ___No (Explain)

12. How did you learn about this course?
___Radio Announcement ___Newspaper Announcement ___Night School Flyer
___Public Poster ___A Friend ___Other (Explain)

13. What type of course are you taking? ___General Interest ___Vocational
___Adult Basic Education ___English as a Second Language
___Other (Explain)

14. Did you have any problems registering for the course?
___No ___Yes (Explain)

15. Please list any other course-related problems or compliments that you would like the C.E. Division to know about. Use the back of this page if needed.

SAMPLE SURVEY QUESTIONS FOR FOR COMMUNITY GROUPS

[In practice, the layout would be different. This is only a sample of typical questions which a district might use.]

The school district continuing education unit is conducting a self-evaluation as part of our ongoing work to identify areas where activities might be improved. Our evaluation group includes several people from the school district and the local community. We would like to ask your group, and several other groups in the community, to report the following information.

1. What is the name of your group or agency?
2. Briefly describe the types of activities where your group cooperates with the school's continuing education group.
3. How much contact does your group have with the continuing education group? (how many programs, or meetings, or personal contacts each month, year, etc.?)
4. What types of help does your group receive from continuing education? What help do you give to them?
5. What changes would you like to see in your relations with continuing education? What things should be done differently? Why?
6. What complaints do you have concerning continuing education's programs or procedures?
7. What compliments would your group like to give to continuing education?

SAMPLE QUESTIONS FOR THE MINISTRY OF EDUCATION

We are conducting the self-evaluation for school district No. __ Continuing Education Unit. Our internal assessment team would appreciate your help to answer the following questions.

1. Are the goals and objectives of this district's continuing education unit appropriate? Do they agree with Ministry of Education policy?

2. Are the reports submitted to the Ministry by this district acceptable? In what ways could the reports be improved?

3. Are any improvements necessary in the financial administration of this continuing education unit? What changes in fiscal procedures would be desirable?

4. Are any comments necessary regarding the types and numbers of programs offered in this district?

5. What improvements would be desirable in the activities of this continuing education unit?

6. What outstanding strengths does this unit exhibit?

7. What contributions does this district make toward provincial efforts in continuing education?